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ABSTRACT

The first-year activities of the Publishers Alert Service (PAS) a service that announces the availability of USOE-funded educational materials and products, are described in this report. A brief discussion about the current status of the service is followed by 22 of the 26 announcements produced during the first year. Following each announcement is a report that describes the production schedule in that announcement and a brief history of the preparation. The document also presents feedback gathered from publishers about the reception of the PAS in the publishing community. The results of telephone interviews with publishers who responded to PAS announcements and publishers who did not respond are discussed. Finally the document summarizes the achievements of the year and provides recommendations for further improvements to the PAS. (CH)

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SYSTEM DEVELOPMENT CORPORATION

SUPPLEMENT TO THE FINAL REPORT

PUBLISHERS ALERT SERVICE: YEAR-END SUMMARY

THOMAS F. COLLINS
KEAN MANTIUS

15 JUNE 1973

TM-5075/001/00

IR 000 147

SYSTEM DEVELOPMENT CORPORATION

SUPPLEMENT TO THE FINAL REPORT

PUBLISHERS ALERT SERVICE: YEAR-END SUMMARY

THOMAS F. COLLINS
KEAN MANTIUS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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15 JUNE 1973

TM-5075/001/00

PUBLISHERS ALERT SERVICE: YEAR-END SUMMARY

Supplement to the Final Report on Contract No. OEC-72-4368

The objective of the Publishers Alert Service is to prepare announcements describing USOE-funded educational materials and products. These announcements are sent to publishers to notify them of the availability of materials they might want to publish.

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INTRODUCTION

The objectives of this report are (1) to provide NIE with a summary of Publishers Alert Service products during the first year of operation; (2) to present feedback gathered from publishers about the reception of the Publishers Alert Service in the publishing community; (3) to provide information on the current status of announcements in the production cycle; and (4) to summarize the implications of the research and the production undertaken during the year.

The report contains the following five sections:

I. Progress Report--This section replaces the regular monthly Progress Report and discusses the current status of all announcements on which work was done during the reporting period.

II. The Published Announcements--This section contains all announcements published during the year, and includes the Production Report for each announcement.

III. Telephone Survey of Publishers--This section presents the results of a series of telephone interviews with publishers, undertaken for the purpose of obtaining feedback on the Publishers Alert Service.

IV. Interviews with Publishers at ASCD--The results of in-person interviews with publishers, conducted at the annual meeting of the Association of Supervision and Curriculum Development, are presented in this section.

V. Summary and Further Recommendations--This section summarizes the achievements of the year and provides recommendations for further improvements to the Publishers Alert Service.

I. PROGRESS REPORT: MAY 18-JUNE 15, 1973

Two new assignments were received during the reporting period, numbers 73-32 and 73-33. This makes a total of 34 assignments received by SDC to date. Of the 34, two were dropped, 24 have been completed, and two are currently in the production cycle. There are six remaining to be written. The status of each of the announcements on which work was performed during the reporting period is described below.

73-21: SPIRAL

73-22: Flexibility and Perseveration

73-23: Parent-School-Community Involvement Program

73-24: Elements of Computer Careers

These four announcements were completed and mailed to Washington in final, camera-ready form.

73-25: Teaching Mathematics Modules

73-26: Health Education

Both of these announcements were drafted and readily approved by the developers of the products. Upon receiving his review copies, the contract monitor requested that some changes be made before he completed his review. Third drafts were prepared in accordance with his instructions and sent to NIE. The drafts were approved with corrections, and are now being set in type.

73-27: Instructional Materials Program

73-28: Man and Environment

73-29: Educational Cooperation

73-30: Black Dialect

73-31: National Concrete Technology Curriculum

73-32: Early Childhood Education with Handicapped Children

The six announcements listed above constitute a backlog on which work will begin immediately if SDC is awarded the contract for the coming year.

Additional Work Performed During the Reporting Period

In addition to work on the announcements listed above, the Production Report for announcement number 73-22 was prepared and submitted and the Final Report was prepared.

Budget Summary

A total of $31,930 out of the contract award of $33,935 had been expended as of June 10, 1973.

II. THE PUBLISHED ANNOUNCEMENTS

Twenty-two of the 26 announcements produced during the first year of operation of the Publishers Alert Service are reprinted on the following pages. The last four announcements will not reach camera-ready form in time to be included in this report.

In its published form, each announcement is printed on the front and back of a single sheet. For the purpose of this report, we have photographed the front and back of each announcement and printed them on consecutive pages.

For each announcement produced during the past year, SDC has provided a Production Report detailing the production schedule and a brief history of the preparation of the announcement. These Production Reports have been reprinted in this section, with each report following the announcement to which it refers.

Taken as a whole, this section provides a detailed overview of the range of assignments encountered during the year, the fluctuations of the production process, and the appearance and quality of the final product.

Announcement Number 72-01

Adelante: An Emerging Design for Mexican American Education

Developed by the Teacher Corps Assistance Project in the Center for Communication Research, School of Communication, University of Texas at Austin, with the help of a grant from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
JULY 1972 Office of Education Copyright Program NUMBER 72-01
National Institute of Education

Publishers Alert Service (PAS) is an activity sponsored by the U. S. Office of Education, National Center for Educational Communication, to facilitate contact between publishers and educational research and development contractors and grantees of USOE. An Educational product will be announced through PAS on the initiative of the developer when it is considered desirable to inform the publishing industry that commercially viable educational items or systems are under development. In many cases the transition from the research and development environment to the normal classroom environment will best be accomplished by commercial publishers whose capabilities for widespread marketing, reproduction, and distribution are indispensable for fulfilling this objective. As an incentive to enter into effective agreements toward this end, USOE has established procedures for copyright protection of the publisher who successfully meets the developer's specifications as expressed in his request for proposals.

ADELANTE:

An Emerging Design for Mexican American Education

PROBLEM

How can we teach Mexican American children the skills and techniques they need to function well in our society without negating or devaluing their own culture and their own self-respect?

Adelante: An Emerging Design for Mexican American Education addresses this issue. In a single volume, *Adelante* is an education in the attitudes and concerns of Mexican American children. As such, it is essential reading for teachers, school administrators, researchers, teacher trainers, and State and Federal administrators, all of whom are responsible for shaping our educational programs and practices.

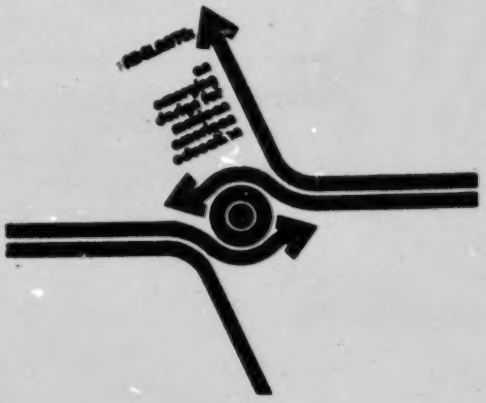
APPROACH

The volume is the product of a creative program designed to collect some of the best thinking on the subject and make it available to the public. Distinguished Mexican American scholars from various disciplines met at the University of Texas in November, 1971, for an intensive 3-day conference, entitled "Toward a Philosophy of Education for the Mexican American." Well before the conference, each of the scholars prepared a position paper on the subject from the point of view of his own discipline. One month before the conference, each paper was sent to a panel of nine Mexican American educators for review and study. The panels then met at the conference to discuss their reactions and give their feedback to the authors. In the light of these discussions, the papers were revised by their authors and collected into the present volume.

Disciplines represented in the collection are history, anthropology, bilingualism, sociology, political science, education research, psychology, and the cultural arts. Each of the scholars looked at the problems Mexican American children have in school and in society through the medium of his own discipline and his own professional experience, as well as the feelings and experiences he remembered having as a child, and suggested ways in which his discipline might contribute to the improvement of the Mexican American child's educational experience. The result is a rich and varied volume, with much material in it to increase the reader's awareness of the subtleties of intercultural experiences.

ORGANIZATION

Adelante is divided into three sections. The first contains two introductory papers that present a general view of education for the Mexican American. The second section begins with a paper on specific problems of the Mexican American child. This is followed by the eight main position papers on Mexican American education as seen in the light of the disciplines mentioned above. Each paper is preceded by a short preface and followed by a list of the panel members who discussed



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the paper at the conference and a summary of their reactions. The final section contains a bibliography of current literature on the Mexican American, as well as a directory of resource persons in Mexican American education.

ISSUES

Each paper in *Adelante* raises important issues for American educators. In a paper on current educational research, Dr. Manuel Ramirez challenges the conventional "melting pot" philosophy of the past, arguing instead for the idea of cultural democracy, where different cultures can coexist with mutual respect. This argument contains the implication that we need to change the school to fit the child, rather than trying to change the child to fit the school. In a paper on bilingualism and intellectual development, Dr. Mari-Luci Jaramillo discusses the need for bicultural rather than merely bilingual education, to prepare children to operate successfully in two cultures where they exist together. Dr. José Cárdenas discusses the link between the Mexican American's newly-realized and growing political power and the improvement in his education: the better educated he is, the more political power he can get; the more power he has, the more he can improve his children's education. Other papers address the cultural and linguistic differences between Mexican American and Anglo children; the elements of Chicano culture and art; the ethnocentric response of public education to the Chicano; the psychology of the Mexican American; the anthropological implications in the education of the Mexican American; the inadequate teaching of Mexican American history; and the challenge of developing a viable philosophy of education for the Mexican American.

CONFERENCE

The conference that produced Adelante was organized and sponsored by the Teacher Corps Assistance Project in the Center for Communication Research, School of Communication, University of Texas at Austin, with the help of a grant from USOE. The conference was led, and the book edited, by Manuel Reyes Mazón, Project Director for the Teacher Corps Assistance Project. The university is now seeking a publisher who will make the results of the conference available to all those concerned with providing a good educational environment for Mexican American children.

REVIEW

For the past few months, *Adelante* (in manuscript form) has been circulated to Teacher Corps interns, community people, teachers, administrators, curriculum directors, school superintendents, college deans, and Members of Congress, for the purpose of gathering feedback from the field. Response to the book has been extremely positive, and a number of school superintendents and college deans have indicated a desire to use the book on a wide scale. A summary of the field review for each paper will be included in the final version of the manuscript.

REQUEST FOR PROPOSAL

It is possible that no group of authors has ever subjected its work to a more rigorous series of critical reviews. The resulting volume will be a valuable aid in the process of making our schools responsive to the needs of all their students. To secure a copy of the request for proposal and for further information, please contact:

Manuel Reyes Mazón
Teacher Corps Assistance Project
Center for Communication Research
Speech Building 214F
The University of Texas at Austin
Austin, Tex. 78712

Requests for proposals will be sent to publishers on August 7, 1972.

August 10, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-1

ADELANTE

The first Publishers Alert Service announcement produced by SDC described Adelante, a collection of papers on the education of Mexican Americans that was developed at the University of Texas at Austin. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED	
Date received	5/17	
Rough draft	6/1	
First draft to developer	6/5	
First draft received from developer	6/15	
Second draft to USOE	6/13	(developer's corrections were taken by telephone and incorporated)
Third draft to USOE	6/23	
Approved by USOE	6/30	
Copy to typesetter	6/30	
Typeset copy received, proofed, and corrected	7/13	
Paste-up	7/14	
Finished announcement to USOE	7/14	

During the production of the Adelante announcement, we encountered several minor problems that caused delays in production:

1. The developer, Mr. Mazón, left town for a few days in the middle of his review period.
2. A third draft was necessary in order to obtain USOE approval.
3. The typesetting job came at a period of unusually heavy overload for the typesetter.

A major problem that occurred after the announcement left SDC was that the camera-ready copy provided by SDC was printed by a non-camera, low-quality process that resulted in an inferior printed product. The final printed version of the announcement showed strip lines, dropped out parts of the copy, and presented a blurred, smudgy appearance.

Announcement Number 72-02

The Perceptual Skills Curriculum

Developed at the University of Pittsburgh Learning Research and Development Center with support from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
AUGUST 1972 Office of Education Copyright Program 72-02

National Institute of Education

Publishers Alert Service (PAS) is an activity sponsored by the U. S. Office of Education, National Center for Educational Communication, to facilitate contact between publishers and educational research and development contractors and grantees of USOE. An Educational product will be announced through PAS on the initiative of the developer when it is considered desirable to inform the publishing industry that commercially viable educational items or systems are under development. In many cases the transition from the research and development environment to the normal classroom environment will best be accomplished by commercial publishers whose capabilities for widespread marketing, reproduction, and distribution are indispensable for fulfilling this objective. As an incentive to enter into effective agreements toward this end, USOE has established procedures for copyright protection of the publisher who successfully meets the developer's specifications as expressed in his request for proposals.

THE PERCEPTUAL SKILLS CURRICULUM

University of Pittsburgh Learning Research and Development Center

Readiness for learning is one of the most familiar concepts in elementary-school teaching – yet what exactly do we mean by readiness? What behaviors or skills are included? Can they be measured? Can we teach readiness skills? Will the effects be evident in academic achievement?

To develop answers to these and other questions, the Perceptual Skills Curriculum Project was established at the Learning Research and Development Center of the University of Pittsburgh, under the direction of Dr. Jerome Rosner. Studies performed by the project staff have identified a number of specific skills and behaviors that comprise readiness for learning. The ***Perceptual Skills Curriculum*** has been developed to teach those skills and behaviors to children, in order to improve their ability to learn reading and arithmetic.

Background

Contained in all instructional programs at the elementary level is the assumption that the "unimpaired" child will be capable of organizing what he perceives through his senses into meaningful information and using this information in the classroom situation. Dr. Rosner points out that in many cases this assumption is false. Large numbers of children experience unpredicted difficulties in learning to read and do arithmetic. These children appear to be normal, yet are not able to profit from instruction in a normal way. Although various groups of these children are given different diagnostic labels, such as learning-disabled, culturally handicapped, dyslexic, minimally brain-damaged, etc., there is very little agreement among investigators as to either cause or treatment. One thing these children seem to have in common, however, is that they show some degree of perceptual dysfunction.

Perceptual skills are the behavioral processes of analyzing and organizing raw sensory data into meaningful symbolic units. The Perceptual Skills Curriculum Project set out to identify skills that are directly related to classroom success and to develop methods for training children in the use of these skills.

Curriculum

Dr. Rosner and his associates identified perceptual skills in four major areas: visual-motor skills, auditory-motor skills, general-motor skills, and letters and numerals. They defined behavioral objectives in each of these areas (there are 133 objectives in the curriculum) and organized the objectives in each area into hierarchical structures. Training activities and criterion-referenced tests were designed for each objective.

The behavioral objectives in the curriculum should be achieved by all children before they complete the first grade. They may readily be introduced into the curriculum at age 4. Each child in the class is started in the curriculum by means of the criterion-referenced placement tests. He receives training only in the skills he has not yet acquired. Each child may move through the sequence of training activities at his own pace; provision is also made for teachers to work with small groups of children who are all at about the same level of development.

Training Activities

The training activities in the ***Perceptual Skills Curriculum*** are designed to teach children not only to recognize similarities and differences in visual and acoustical data, but also to reproduce and manipulate the information they have received. For example, in an exercise for visual-motor development, children are given a pattern to copy. To do this, they must be able not only to discriminate between this pattern and other patterns, but also to demonstrate their understanding of the construction of the pattern. This corresponds closely with the classroom situation, where students are asked to organize the raw data – sounds, visual stimuli, etc. – into useful symbolic information and then manipulate the information in various ways.

Training activities are organized into discrete, game-like tasks in order of ascending difficulty. Generally, the elements of data that the child is asked to perceive are simple in the earlier tasks and more complex in the later tasks. In earlier tasks the children are given many cues to help them organize and reproduce the information, while in later tasks there are fewer cues. An example of this sequencing is provided by the pattern-copying tasks mentioned above. First, children are asked to reproduce simple rubber-band patterns constructed on a variable pegboard. Then they are taught to copy a very simple pattern that is printed over a grid of dots; a corresponding grid is provided in the space for their response.

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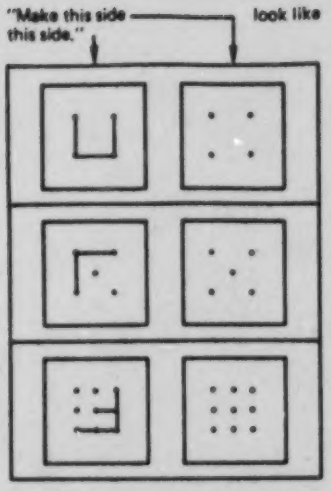
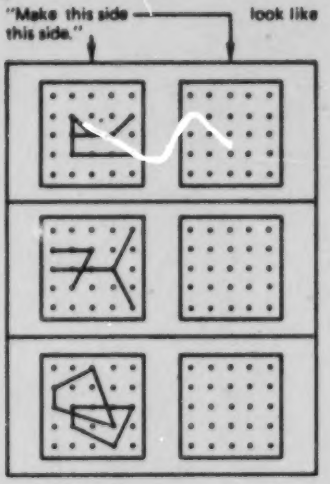
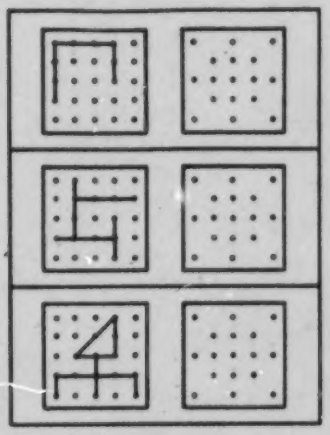


The complexity of the patterns and grids is then increased.



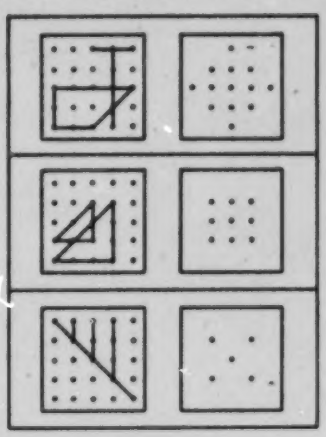
When the child can copy fairly complex patterns, he is asked to reproduce a pattern when some of the dots on the response side are missing.

"Some of the dots are missing. Draw the lines as though the dots were there."



Visual cues, or dots, on the response side are gradually reduced until the child is able to copy a fairly complex design on a blank sheet of paper.

"Draw the lines as though the dots were there."



Similar sequencing of training activities is built into the auditory-motor, general-motor, and letters-and-numerals components of the curriculum.

Field Testing

The ***Perceptual Skills Curriculum*** has been extensively field-tested in classroom situations similar to those in which it will be used. The order of difficulty of the training activities has been established through field testing. Scoring of criterion-referenced tests has been validated. In longitudinal studies it has been thoroughly established that success in the curriculum is a valid predictor of success in learning to read and do arithmetic.

Summary

The ***Perceptual Skills Curriculum*** is the product of original research, careful design, and rigorous testing. Dr. Rosner and his associates have created a useful tool for giving many of our children a better start in school.

The Request for Proposals (RFP) to publish these materials is available now. To secure a copy of the RFP and for further information, please contact:

Dr. Jerome Rosner
Learning and Research Development Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, Pa. 15213
(412) 683-8640

August 11, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-2

PERCEPTUAL SKILLS CURRICULUM

The second Publishers Alert Service announcement produced by SDC described the Perceptual Skills Curriculum, which was designed by the Learning Research and Development Center at the University of Pittsburgh. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED	
Date received	6/6	
Rough draft	7/12	
First draft to developer	7/13	
First draft approved by telephone	7/19	
Second draft to USOE	7/20	
Approved by USOE	7/31	(with informal approval by telephone, 7/27)
Copy to typesetter	7/27	
Typeset copy received, proofed, and corrected	8/2	
Paste-up	8/2	
Finished announcement to USOE	8/3	

Production of the Perceptual Skills Curriculum announcement went smoothly. To avoid the printing problems encountered on 72-1, we photographed the camera-ready copy here at SDC and had a positive made, which we forwarded to USOE. We hope that the printed product will be improved by the addition of this extra step in production. When we have seen a printed copy of 72-2, we will attempt to determine whether any other adjustments of our procedures would result in further improvement of the final printed product.

Announcement Number 72-03

Self-Paced Physics Course

Developed by the New York Institute of Technology for the U.S. Naval Academy, with funds provided by USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
SEPTEMBER 1972 Office of Education Copyright Program 72-03

National Institute of Education

Publishers Alert Service (PAS) is an activity sponsored by the U. S. Office of Education, National Center for Educational Communication, to facilitate contact between publishers and educators/ research and development contractors and grantees of USOE. An Educational product will be announced through PAS on the initiative of the developer when it is considered desirable to inform the publishing industry that commercially viable educational items or systems are under development. In many cases the transition from the research and development environment to the normal classroom environment will best be accomplished by commercial publishers whose capabilities for widespread marketing, reproduction, and distribution are indispensable for fulfilling this objective. As an incentive to enter into effective agreements toward this end, USOE has established procedures for copyright relocation of the publisher who successfully meets the developer's specifications as expressed in his request for proposals.

SELF-PACED PHYSICS COURSE

New York Institute of Technology

The *Self-Paced Physics Course* is a two-semester course in calculus-oriented, college-level physics, developed by the New York Institute of Technology for the U.S. Naval Academy with funds provided by the U.S. Office of Education. Outstanding features of the course include the imaginative use of a variety of media and materials and the extensive use of branching and self-pacing to individualize instruction.

Course Description

The *Self-Paced Physics Course* is designed to teach introductory college physics to sophomore students of science and engineering. Among the topics covered in the course are mechanics, wave phenomena, electricity, magnetism, and optics—in short, most of the topics that would be found in any introductory course in classical physics.

Each student's path through the physics course is determined by his achievement of a set of measurable behavioral objectives (MBO's) that have been designed for the course. There are over a thousand MBO's in two categories: TO's or terminal objectives, which describe the desired final student behavior, and EO's, or enabling objectives, which are steps toward the terminal behavior desired. Branching for remediation or acceleration is built into the course, so that the instruction received by any student fits his needs as precisely as possible. Further individualization is provided by the self-pacing characteristic of the course. Each student can move through the material at his own pace, going on to the next topic when he is ready. Often he can choose the medium in which he wants to study. For example, the same topic may be covered by a videotape, an illustrated text, and a "talking book" (which consists of a tape cassette and a booklet containing the diagrams referred to in the tape). The student can use the mode of instruction that is most comfortable or most successful for him.

Format

The *Self-Paced Physics Course* is divided into 72 Segments. For each Segment there is a reading assignment in one of the standard textbooks; additional readings are assigned as options. All the practice and exercise materials are contained in a series of *Problems and Solutions* books, with three or more Segments to a book. Each Segment contains Information Panels, giving detailed information about the problems the stu-

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dent will encounter in that Segment. For each Segment there is a Study Guide which contains the branching steps that determine the student's path through the course material and gives detailed instructions on how to progress through the Segment. In addition, the student is frequently directed by the Study Guide to work with audiovisuals such as videotapes, talking books, or illustrated texts. Remedial problems are provided to supplement the 72 Segments of the standard course.

Two kinds of informal diagnostic tests are used in the course. One is called a Progress Check, and is administered after a specific number of Segments. Progress Checks are used for diagnosis, evaluation, and tutorial assistance. The other informal test is called a Periodic Diagnostic. This test form is used to diagnose possible weak areas in the student's work and to prescribe remedial work if necessary.

Formal midterm and final examinations are used to measure mastery of the course material and to determine the student's grade.

Materials

The *Self-Paced Physics Course* utilizes a variety of instructional materials, including illustrated texts, standard textbooks, talking books, Study Guides, and Manuals. The Study Guides are prepared to permit the use of latent-image pens. The latent-image pen is a device designed to provide immediate feedback to students studying independently. To mark his answer, the student rubs the pen over the response box he has chosen. If his answer is right, a check mark (✓) appears in the box. If it is wrong, an "X" appears. Branching instructions are also revealed by the latent-image pen, in accordance with the student's progress. The provision of immediate feedback without the intervention of the instructor greatly increases the potential for individualizing instruction.

A list of the materials used in the course is presented below.

- 18 *Problems and Solutions* books, containing Segments 1-72 of the course
- 72 Study Guides (latent-image printed) for Segments 1-72
- 25 videotapes
- 25 talking books, consisting of 25 tape cassettes and 25 booklets of diagrams
- 25 illustrated texts
- 12 quarterly diagnostic tests
- remedial problems
- Student Manual
- Instructor's Manuals (2) for Course and Lab
- 3 Laboratory Manuals, containing Lab Sessions 1-15

A volume of *Problems and Solutions* designed for enrichment of the standard course is also available.

The *Self-Paced Physics Course* has been used for 3 years at the U.S. Naval Academy, and has gone through an extensive trial-and-revision process. It has proven its usefulness and is now ready to be made available to other institutions. A Request for Proposals (RFP) is now ready for distribution to publishers. To secure a copy of the RFP or for further information on the *Self-Paced Physics Course*, please contact:

Dr. David Salten, Provost
New York Institute of Technology
Wheatley Road
Old Westbury, N.Y. 11568

September 27, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-03

U.S. NAVAL ACADEMY SELF-PACED PHYSICS COURSE

The second Publishers Alert Service announcement produced by SDC described the U.S. Naval Academy Self-Paced Physics Course, a two-semester course in college-level physics developed by the New York Institute of Technology for the U.S. Naval Academy. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	6/29
Rough draft completed	8/9
First draft to developer	8/10
First draft approved by telephone	8/15 (corrections incorporated)
Second draft to USOE	8/18
Approved by USOE	8/24 (approximate)
Copy to typesetter	8/24
Typeset copy received, proofed, and corrected	8/29
Paste-up completed	8/30
Photoprint completed	8/31
Finished announcement to USOE	8/31

Because the printed copy of #72-02 was too light and too full of words, we made some changes in our production pattern for #72-03. A heavier, larger type face was used (11 point regular rather than 10 point light) and the number of words was cut down, with the hope of making the printed announcement look more attractive and more readable. An analysis of the printed

announcement suggested that we were partially successful; using fewer words and larger type was a good idea. However, the plate was badly over-inked in the printing, with the result that smudges appeared in the margin and the printed letters looked like boldface. The overall effect was heavy-handed and somewhat unattractive.

Announcement Number 72-04

Project LIFE

Developed by the National Education Association and funded by USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
SEPTEMBER 1972 Office of Education Copyright Program 72-04
National Institute of Education

Publishers Alert Service (PAS) is an activity sponsored by the U. S. Office of Education, National Center for Educational Communication, to facilitate contact between publishers and educational research and development contractors and grantees of USOE. An Educational product will be announced through PAS on the initiative of the developer when it is considered desirable to inform the publishing industry that commercially viable educational items or systems are under development. In many cases the transition from the research and development environment to the normal classroom environment will best be accomplished by commercial publishers whose capabilities for widespread marketing, reproduction, and distribution are indispensable for fulfilling this objective. As an incentive to enter into effective agreements toward this end, USOE has established procedures for copyright protection of the publisher who successfully meets the developer's specifications as expressed in his request for proposals.

PROJECT LIFE

National Education Association

Project LIFE—Language Improvement to Facilitate Education—is developing an instructional system designed to assist the language-handicapped child in acquiring language skills. Originally designed for severely hearing-impaired students, the system has been found useful in teaching children with other disabilities as well as non-handicapped children and illiterate, multihandicapped adults. Project LIFE has been funded continuously since 1963 by the U.S. Office of Education.

LIFE Began

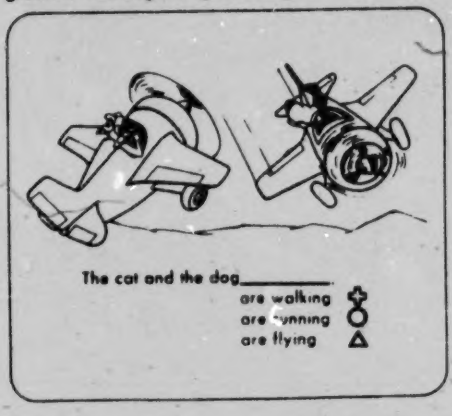
Project LIFE began with the intention of developing better methods and facilities for teaching language to hearing-impaired children. The acronym "LIFE" was chosen to imply new life opportunities for the hearing-impaired child. Numerous research studies have indicated that prelingually deaf children tend to be academically retarded by 2 to 5 years. Their academic difficulties have been attributed to their difficulties in developing the English-language skills that are essential to academic success. The goal of Project LIFE was to design teaching techniques and materials that would make it easier for hearing-impaired children to develop these skills.

Characteristics of LIFE

The Project LIFE system provides for individualized instruction at the student's own pace. The lessons are designed to achieve specific behavioral objectives, and are carefully sequenced in optimal learning steps. The student participates actively in the instructional process; after he has selected his responses, immediate feedback is provided. Built-in diagnostic tests are included as part of the sequence.

LIFE Materials

The Project LIFE system presently consists of 310 filmstrips. An additional 90-100 will be developed during 1972-73, bringing the total number of filmstrips that will be commercially distributed to approximately 400. The three major areas of instruction covered by the system are Visual Perception (30 filmstrips), Thinking Activities (102 filmstrips), and Language Development (178 filmstrips). The perceptual materials are designed for use with 2- to 7-year-olds, who are in the period of maximum perceptual growth. The beginning thinking-activity materi-



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als are designed for children as young as 5, with later materials spiralling upward in difficulty to challenge children in the early elementary grades. The programed language materials are intended for children who are ready to begin formal reading instruction. Vocabulary and syntax are gradually increased in difficulty to correspond with the child's needs and interests as he progresses through school.

Supplementary materials—such as story booklets, Multiple Meaning Manuals, spirit-master worksheet manuals, workbooks, a Teacher Idea Book, and concept-oriented children's dictionaries—are also being developed.

LIFE Equipment

Project LIFE uses the Student Response Program Master, a device adapted from equipment in use at the John Tracy Clinic in Los Angeles. In addition to serving as a vehicle for the filmstrips, this equipment provides a means for the student to respond to each frame of instruction in the lesson and gives him immediate feedback on the appropriateness of his response. The equipment is currently being produced by General Electric, under a royalty agreement with the John Tracy Clinic, and is marketed in conjunction with the distribution of Project LIFE softwares.

Testing LIFE

Since 1967, software and hardware developed for Project LIFE have been field tested in approximately 100 schools for the hearing-impaired and in 50 classes for children with other disabilities. The research arm of Project LIFE is now entering into research specifically designed to give the necessary quantitative data regarding the use of the materials with hearing-impaired and otherwise disabled children. In addition, field testing is continuing as new materials are developed.

Distribution of LIFE

Since June of 1971, the Project LIFE materials have been distributed commercially on an experimental basis, for the purpose of determining their commercial viability. As a result of an analysis after the first year of experimental distribution, the U.S. Office of Education, the National Education Association, and the Project LIFE staff agreed that the materials warranted commercial distribution for an additional 5 years. A Request for Proposals (RFP) is now ready for distribution to publishers. For further information and/or a copy of the RFP, please contact:

Dr. Glenn S. Pfau, Director
Project LIFE
National Education Association
1201 Sixteenth St., N.W.
Washington, D.C. 20036
(202) 833-4150

September 27, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-04

PROJECT LIFE

The fourth Publishers Alert Service announcement produced by SDC described Project LIFE--Language Improvement to Facilitate Education--an instructional system designed to assist the language-handicapped child in acquiring language skills. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	6/10
Rough draft	8/8
First draft to developer	8/22
First draft received from developer	8/28
Second draft to USOE	9/5
Copy to typesetter	9/6
Typeset copy received, proofed, and corrected	9/8
Paste-up complete	9/11
Photoprint complete	9/12
Finished announcement to USOE	9/12

Production of the Project LIFE announcement went fairly smoothly, with only minor delays. Dr. Spidal made a number of changes in the first few paragraphs of the text, making it necessary to wait for his copy to reach us by mail instead of incorporating the changes from our telephone conversation. It later turned out that most of the changes could not be used, either because of historical inaccuracy or because they tended to make the announce-

ment too wordy and academic. This meant that his revisions had to be rewritten at SDC before the copy went to USOE for review. However, the total delays caused during production were minor. The announcement was set in 11 point regular type, using the same overall scheme as was used in the previous announcement (#72-03). We have not yet received printed copies of the finished announcement.

Announcement Number 72-05

The Prereading Skills Program

Developed at the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin with support from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program
SEPTEMBER 1972 72-06
National Institute of Education

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THE PREREADING SKILLS PROGRAM

University of Wisconsin

The Prereading Skills Program is designed to diagnose and overcome deficiencies in prereading skills at the kindergarten and preschool levels. It was developed at the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, and was based on more than 5 years of experimental research on reading and learning to read.

Five Skills

Research into the nature of reading led the developers of the program to the conclusion that reading is not a single skill, but a complex of skills that can be divided into simpler component skills. The Prereading Skills Program teaches five basic prereading skills:

- Letter Order—recognizing that "ml" is not the same as "lm"
- Letter Orientation—recognizing that "n" is not the same as "u," that "p" is not the same as "q"
- Word Detail—recognizing that "make" is not the same as "mare," that "clean" is not the same as "clan"
- Sound Matching—recognizing that the sound "sh" is at the beginning of "shoe," that "jump" and "hop" end with the same sound
- Sound Blending—putting isolated sounds together to make a word, i.e., "p" + "e" + "t" = "pet"

Studies done during the development of the program indicate that deficiencies in these basic skills can be diagnosed at the beginning of the kindergarten year, and that deficiency patterns within any class vary widely among children. This points to the need for an individualized program of instruction to correct these deficiencies and prepare the children to learn to read.

The Program

The Prereading Skills Program is a complete instructional system. It provides everything needed to teach the five skills, including a Teacher's Handbook and Resource File, schedules for the management of the program in the classroom, games and materials for teaching each skill, and a recordkeeping system. An In-Service Training

THE THUMPING THING

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Program, to instruct teachers in the use of the materials, has also been developed. The five prereading skills are taught by a variety of games and techniques. Games used include Letter Lotto, Patience, Dominoes, Hot Potato, Sort, and others. Most of these are well-known children's board or card games, adapted for the program. In addition, other matching games are used, as well as songs, class charts, and practice sheets. The instructional activities are designed to be fun for the children, and therefore self-motivating.

The Prereading Skills Program is used for an average of 100 minutes per day in the kindergarten classroom. Most of the instructional games and activities are intended for use in small groups, although some may be used with the entire class. The program is highly flexible, and may be used as much or as little as necessary in a particular group.

Assessment

A variety of assessment procedures are used in the program. Practice Sheets and Sound Assessment Sheets are used during instruction to measure progress in each of the five skills. A set of Prereading Skills Tests are used as formal measures of mastery. The teacher, using these measures and his own evaluation of the children's success in small-group activities, decides which children need instruction in a given skill and which instructional groupings are most effective for these children. Each child's progress in each skill is recorded on an individual record card, which is stored in the Teacher's Resource File.

Validation

The Prereading Skills Program was first tried out in three Madison (Wisconsin) kindergartens during the spring of 1971. Instructional activities and teacher materials were then refined. A small-scale field test began in the fall of 1971. Ten classrooms in Wisconsin and Illinois, including both rural and urban inner city schools, used a prototype of the program. At the same time, six classrooms, including two from Madison's Project Headstart, cooperated in further refining the program materials. The result of this program of trial and revision is a polished set of classroom techniques and materials that are well suited to the purpose of preparing children to learn to read easily and successfully. The revised program materials, along with the In-Service Training Program, are undergoing further field testing during the 1972-73 school year in 18 classrooms in the Midwest.

Note to Publishers

A Request for Proposals (RFP) is now ready for distribution to publishers. To secure a copy of the RFP, or for further information on the Prereading Skills Program, please contact:

Mr. James R. Harritt
Wisconsin Research and Development
Center for Cognitive Learning
University of Wisconsin
1404 Regent Street
Madison, Wisconsin 53706
(608) 262-4901

September 27, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-05

PREREADING SKILLS PROGRAM

The fifth Publishers Alert Service announcement produced by SDC described the Prereading Skills Program, a program developed at the University of Wisconsin to diagnose and overcome deficiencies in prereading skills at the kindergarten and preschool levels. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	7/17
Rough draft completed	8/25
First draft to developer	8/25
First draft approved by telephone	8/30
Second draft to USOE	9/1
Approved by USOE	9/8 (by telephone)
Copy to typesetter	9/8
Typeset copy received, proofed, and corrected	9/14
Paste-up	9/15
Photoprint completed	9/18
Finished announcement to USOE	9/18

The production went very well for this announcement, and we were fortunate in having some interesting line drawings to use. Type was set in the same fashion as the two preceding announcements. The overall appearance of the paste-up was interesting; we were able to center one of the line drawings at the bottom of the second page for additional visual variety. With some luck in the printing, this should be an attractive announcement.

Announcement Number 72-06

COPES: Conceptually Oriented Program in Elementary Science

Developed at New York University and sponsored by USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program

OCTOBER 1972 72-08

National Institute of Education

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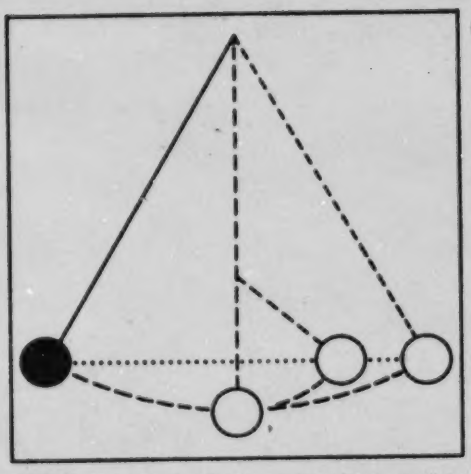
COPES

Conceptually Oriented Program in Elementary Science

An elementary science curriculum developed at New York University and sponsored by the U.S. Office of Education



Although it is generally recognized in our society that the well-educated person must know something about science, a large portion of the adult population holds the most naive views of the natural world and the scientific enterprise. It is likely that past efforts to minimize intellectual challenge in science curricula have succeeded only in distorting the nature of the enterprise in the minds of most school children. If one of the goals of science education is to help develop in the individual a grasp of the nature of the scientific enterprise, such education, for the most part, has failed to achieve its goal.

CONCEPTUAL SCHEMES APPROACH

What is the best way to help students develop an appreciation of the scientific enterprise that will serve them throughout their adult lives? The approach taken in *COPES* is to focus the students' attention on the "great ideas" in science—the broad, inclusive conceptual schemes we use to account for the familiar facts of nature. Such unifying ideas are the main goal of science, and should form the core of a science curriculum. It is expected that such an approach will have lasting value; that long after he has forgotten the facts of science, an individual exposed to such a curriculum may at least possess the main conceptual schemes and retain some feeling for the nature of science.

FIVE CONCEPTUAL SCHEMES

COPES organizes the study of science around five major conceptual schemes:

1. *The Structural Units of the Universe*
The notion that the universe is made up of various kinds of discrete units of matter is central to the formal pursuit of science. Structural units studied range from molecules and crystals to planets and stars.

2. *Interaction and Change*
The universe is constantly changing. Changes occur because of interactions among the structural units of matter, which take place through fields of force. The concept of force as the agent of change

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is central to an understanding of the evolving universe.

3. *The Conservation of Energy*
The idea that the total amount of matter and energy in the universe remains constant is a powerful concept—perhaps the most useful guiding principle in all of science.

4. *The Degradation of Energy*
Natural events tend to be uni-directional; that is, changes occur in such a way as to reduce the ability of energy to do useful work. The idea of energy conservation cannot be meaningfully explored without also exploring the corollary idea of degradation of energy.

5. *The Statistical View of Nature*
Natural events can be predicted only on a statistical basis. Most of our experiences with nature involve large numbers, with the result that nature appears regular and predictable. The idea that on a sub-microscopic level all phenomena are random, and that nature is predictable only on the basis of large numbers, is a basic and important conceptual scheme.

TIMING AND SEQUENCE

The *COPES* program is designed for use in kindergarten through sixth grade. Many investigators now believe that children can learn a great deal more about science at an early age than they are usually taught in our educational system. Since elementary students are much more receptive to new ideas than older students, a broad, cohesive approach to science during the formative elementary-school years can shape the students' attitudes toward science and nature throughout their lives.

In *COPES*, each concept or conceptual scheme is presented in a structured learning sequence designed to contribute to the understanding of science as a whole. The sequence is in spiral form; that is, at each succeeding level of sophistication, the students proceed from the most basic skills and concepts through the entire sequence as far as their maturity and learning capacity will permit them to go. The major conceptual schemes are encountered throughout the program, with increasing detail and precision as the students increase in their ability to grasp them.

MATERIALS

From the student's point of view, *COPES* could be characterized as a non-reading program; no materials other than worksheets and assessment instruments have been prepared for use by the children. All *COPES* materials are in the form of Teacher's Guides. Each learning activity is designed to get children involved in using such skills as analyzing, classifying, measuring, observing, reasoning, interpreting, and predicting, for the purpose of leading the children to discover the concepts themselves. There are six Teacher's Guides, one for each grade in elementary school. (The Guides for kindergarten and first grade are combined in a single volume.) The Teacher's Guide for each grade level contains lists of the materials and equipment the children will need to participate in the program, as well as specially-designed assessment materials appropriate to that grade level.

STATUS

The *COPES* materials have not yet been widely field tested. The purpose of this announcement is to acquaint publishing companies with the intent to field test and to solicit financial support for field testing. The publisher that finances the field test will have first option on subsequent publication rights. A Request for Proposals (RFP) has been prepared for distribution to interested publishers. To receive a copy of the RFP, or for further information, please contact

Morris H. Shamos, Director
COPES
New York University
4 Washington Place
New York, N.Y. 10003
(212) 598-3734

October 5, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-06

COPES

The sixth Publishers Alert Service announcement prepared by SDC described COPES (Conceptually Oriented Program in Elementary Science), an elementary science curriculum developed at New York University and sponsored by the U.S. Office of Education. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	8/28
Rough draft completed	9/15
First draft to developer	9/15
Second draft to USOE	9/20
Approved by USOE	9/25
Copy to typesetter	9/26
Typeset copy received, proofed, and corrected	9/28
Paste-up	9/29
Photoprints completed	10/3
Finished announcement to USOE	10/3

Although we had previously discussed with Dr. Bachrach the possibility of going to a lighter typeface to avoid the over-inking problem encountered on 72-03, we found that our typesetter does not have a lighter face available in 11 point type. Therefore, type for the COPES announcement was set in the same size and weight as the preceding three announcements. In general, production went smoothly and the time from receiving an assignment to mailing out the finished announcement was shortened to 26 working days.

Announcement Number 72-07

A Technology for Developing Instructional Materials

Developed by American Institutes for Research with funding from USOE.

PAS
National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program

OCTOBER 1972

72-07

National Institute of Education

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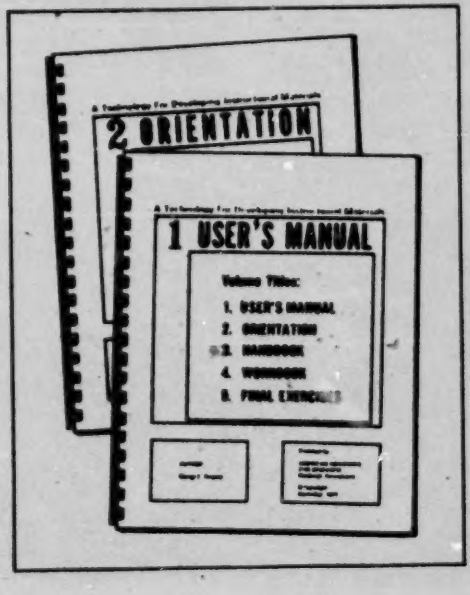
A TECHNOLOGY FOR DEVELOPING INSTRUCTIONAL MATERIALS

American Institutes for Research

The *Technology for Developing Instructional Materials* is a programed, self-instructional, transportable training program in instructional technology, designed to provide students of curriculum development as well as experienced educational R & D personnel with guidance and practice in developing instructional materials and procedures. It was developed at the American Institutes for Research (AIR) under the direction of George L. Gropper, with funding from the U.S. Office of Education.



Components

The training program consists of five major volumes, each serving unique training functions:

- *User's Manual*—guides the trainee in a prescribed sequence of learning activities.
- *Orientation*—introduces key concepts, provides an overview of the development process, and familiarizes the trainee with program components.
- *Handbook*—facilitates the trainee's acquisition of the discriminations, generalizations, associations, and chains involved in the development process.
- *Workbook*—presents exercises giving practice in the procedures described in the Handbook.
- *Final Exercises*—demonstrates the trainee's achievement of the learning objectives associated with major tasks.

Format

The training program consists of a variety of carefully sequenced learning activities, designed to build competence through alternating study and practice. The student is directed to read a specified section of the *Handbook*, then turn to exercises in the *Workbook* that allow him to practice what he has learned. When he has finished all the reading and exercises for a given task, the trainee does the final exercise associated with that task. If he completes the final exercise successfully, he then goes on to the next task.

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Backward Chaining

The process of developing instructional materials has been divided into 10 tasks, each presented in a subsection of the *Handbook:*

1. Plan study of criterion behaviors.
2. Collect and analyze data about criterion behaviors.
3. Sequence and group criterion behaviors.
4. State criterion and preparatory objectives.
5. Plan simulation based on instructional and logistical needs.
6. Develop diagnostic and evaluative tests.
7. Formulate instructional strategies.
8. Plan accommodation for individual differences.
9. Develop instructional materials.
10. Evaluate instructional materials.

The tasks are studied by the trainee in reverse order, by the use of an instructional strategy called backward chaining. The first task encountered by the trainee is the last one in the development process, "Evaluate instructional materials." In this task, the trainee edits and evaluates instructional materials prepared by others, thus developing an understanding of the desired outcomes of the development process. He then goes on to study accommodation of individual differences, and so on backward in the development chain. Backward chaining is used to provide extremely useful and appropriate feedback to the trainee. When he has learned the last step, he can see what he must do in the next-to-last step. The trainee is thus provided with a clear sense of direction at every stage of his training.

Innovations

The comprehensive instructional technology model presented in this program incorporates a number of innovative approaches to the design of instructional materials. Some examples are listed below.

- Taxonomy—A new learning/performance taxonomy has been developed for use in performing task analyses. It covers both learning components—i.e., discriminations, generalizations, associations, and chains—and performance requirements—i.e., recall and transfer requirements for both stimulus and response in every S-R association in a total chain.
- Identification of Prerequisite Behaviors—Concrete guidelines are offered for deciding when task analyses have been performed to sufficient levels of detail.
- Forms—In the collection and analysis of data about criterion behaviors, data-collection forms are used. These require respondents to provide specified types of information, thus ensuring that the resulting task description will be complete.
- Statement of Objectives for Students—In stating criterion behaviors, the trainee is asked to develop a statement of objectives *for students*, which serves as an advance organizer and informs students of the types of learning and performance requirements. Guidelines are provided for selecting the progression(s) suitable to the specific content of the instructional materials being developed.
- Differential Diagnosis from Test Results—Methods are discussed for designing tests so that their results can be used to diagnose specific types of learning failures.

Applicability

The AIR instructional technology model can be used to design instructional materials that teach procedures as well as those that teach subject knowledge. Examples throughout the program are of both types. Accordingly, the model is equally applicable to education (at all grade levels) and to industrial or military training.

Current Status

The *Technology for Developing Instructional Materials* has been informally evaluated and revised by the development staff. It is now being given a more extensive evaluation in two universities and a business organization. Results to date have been most encouraging. A fully tested package is expected to be available for publication by March, 1973. The Request for Proposals (RFP) to publish the program is available now. To secure a copy of the RFP and for further information, please contact:

Dr. Brent Baxter
American Institutes for Research
710 Chatham Center Office Building
Pittsburgh, Penn. 15219
(418) 281-1100

November 7, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-07

A Technology for Developing Instructional Materials

The seventh Publishers Alert Service announcement prepared by SDC described A Technology for Developing Instructional Materials, developed by American Institutes for Research (AIR) and sponsored by the U.S. Office of Education. The following list shows each of the important production steps and gives the completion date for each one.

STEP	DATE COMPLETED
Date received	9/5
Rough draft completed	10/3
First draft to developer	10/5
Second draft to USOE	10/10
Approved by USOE	10/18
Copy to typesetter	10/19
Typeset copy received, proofed and corrected	10/23
Paste-up	10/24
Photoprints	10/25
Finished announcement to USOE	10/26

The preparation of the rough draft for this announcement was somewhat delayed because of lack of information. At first glance, the package we received from AIR looked sufficiently complete; however, when we started to work on the rough draft, it became apparent that we needed samples of the materials. It took several days to reach Dr. Baxter at AIR by telephone, as he and his secretary were both out of town. We finally received the necessary materials on September 27. From then on, preparation of the announcement went smoothly and there were no special problems.

Annbuncement Number 72-08

Feather

Developed at Teaching Research of Oregon with support from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program

NOVEMBER 1972 National Institute of Education 72-08

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FEATHER

A Prize-Winning Film Developed by Teaching Research of Oregon

Feather is an 8½ minute teaching film made by Teaching Research of Oregon, with support from the U.S. Office of Education. Judged "best of the show" at the Seattle Film Seminar/Festival, it was designed to teach the concept of flexibility to children and teachers.

Flexibility

The commonsense definition of flexibility is very close to the definition used by psychologists. When a person is flexible, he is able to adjust his behavior to changing circumstances and to change strategies to arrive at the solution of a problem. *Feather* was designed to teach a kind of flexibility called "redefining the object." The film presents an example of a little girl redefining a feather in several different ways, and thus demonstrating flexibility of thinking.

Feather

In the film, a little girl named Penny looks out her window and sees a dog and a cat fighting over a long feather. As she leaves for school, she picks up the feather and takes it along. At school, she offers the feather to her teacher "to wipe away her mistakes"—to brush away eraser dust—but her teacher politely refuses the gift. On the playground, Penny uses her feather to tickle a beetle. A little boy comes along and she offers him the feather "to play cowboys and Indians with"—but he turns it down.

When Penny arrives home after school, she uses her feather to play with the cat. She offers it to her brother to put in his hat, but he is not interested. Her father comes home, and she offers him the feather to use as a quill for a pen or as an ornament for his hat. He politely declines.

Sitting at the window, Penny thinks over the experiences of the day. When she looks up, the feather has disappeared. Then her little brother comes into the room, carrying a bird he has made by sticking the feather into a lump of clay. Penny is delighted that someone has finally seen value in her feather.

Audience

Feather was originally designed to teach the concept of flexibility to teachers-in-training; however, it has been shown to both adult and juvenile audiences and has been highly rated by both. The film can readily

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be used for classroom instruction at the university level, for children of elementary school age, and for parent groups. It is also being considered for programing on educational television.

RFP

A Request for Proposals (RFP) to distribute *Feather* is available now. For further information or to obtain a copy of the RFP, please contact:

R.E. Myers
Teaching Research
Oregon State System of Higher Education
Monmouth, Ore. 97361
(503) 838-1220, ext. 481

November 8, 1972

PRODUCTION REPORT--PAS ANNOUNCEMENT 72-08

Feather

The eighth Publishers Alert Service announcement prepared by SDC described Feather, an 8-1/2 minute teaching film made by Teaching Research of Oregon and sponsored by the U.S. Office of Education. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	9/12
Rough draft completed	10/5
First draft to developer	10/5
Second draft to USOE	10/11
Approved by USOE	10/23
Copy to typesetter	10/24
Typeset copy received, proofed, and corrected	10/27
Paste-up	10/30
Photoprints	10/31
Finished announcement to USOE	11/1

No particular problems were encountered in the preparation of the announcement for Feather. Since the subject of the announcement was a film, we felt that it would be appropriate to emphasize graphics rather than words. No graphics were available from Teaching Research, so we developed drawings here at SDC. We feel that Feather is visually the most interesting announcement prepared to date.

Announcement Number 72-09

Africa: a Thematic Geography

Developed at Ohio University with support from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
NOVEMBER 1972 Office of Education Copyright Program 72-09
National Institute of Education

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AFRICA: A THEMATIC GEOGRAPHY

Ohio University

Geography has been too much occupied with listing capital cities and principal crops, counting rivers and mountains, and discussing trivial differences among different places on the earth, according to Frank E. Bernard and Bob J. Walter, authors of *Africa: a Thematic Geography*. They go on to say that although a number of valuable methods of approaching geography have been developed by researchers, these approaches are seldom used in regional courses. What is needed is a human geography; that is, a broad conceptual treatment of the large forces that have shaped whole regions, countries, or continents, with emphasis on the unifying themes of human experience in different parts of the world.

Africa: a Thematic Geography is a university-level course developed at Ohio University under the sponsorship of the U.S. Office of Education. It employs a sensitive and highly sophisticated approach to learning about people and places in the world. Through source readings and articles in the text, students examine various African cultures in the light of four major themes in the cultural development of Africa.

Theme I. The Environment: African Views and Adaptations

Most geography text books present physical descriptions of the environment as seen by outsiders. An "objectively" described environment is often irrelevant to human geography. Environmental descriptions written by observers outside the culture are really interpretations based on the culturally biased perceptions of the observers. The environment is considered here as a milieu that not only surrounds and supports African cultures, but also interacts with them. The environment is explored through the eyes of the local inhabitants, on the premise that every culture has a folk geography distinctive to its own values, beliefs, history, and environmental experience. Knowing what individuals in a culture think and feel about their surroundings leads to insights about their decision-making and other aspects of their behavior.

Territoriality—the way in which society's institutions are spatially organized—and cultural ecology—the dynamic relationship between man and land—are also examined in this section. The expression of territoriality is closely related to a so-

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ciety's system of social relations, the values that underlie these relations, and the views of a people about the boundaries and the sustaining qualities of their own country. The ecological perspective concentrates on process rather than form, focusing on the changing relationships between man and nature and attempting to assess the cause-and-effect linkages that flow back and forth between them.

Theme II. Cultural Genesis and Process

The basic premise of this theme is that a great thread of continuity may be found in African cultural evolution. To trace this thread is to shed light on the processes of modern cultural change, human occupancy, and spatial arrangement in Africa. Diffusion theory—the examination of diffusion as a dynamic social process—provides the framework for the discussion. Beginning with the origin and spread of man from humanity's original culture hearth, the authors examine various culture traits in a diffusion context. The origin and spread of agriculture, of the Bantu language family, and of Islam are used to demonstrate the utility of diffusion. A discussion of trade as a mechanism of diffusion is of considerable importance to this theme.

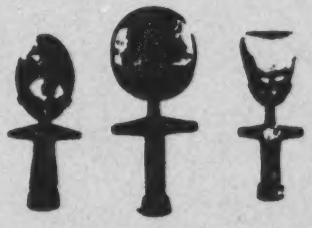
Theme III. Population Movement and Change

The movement of African peoples, both now and in the past, is viewed as a significant integrating factor in African human geography. While most geography textbooks fail to give sufficient attention to population mobility and demographic change, studies made by historians and economists recognize population migration as a critical factor in the exchange of ideas and the modern development of the continent. Patterns and problems of population growth are also considered here.

Theme IV. Response to Modernization

A transition from traditional to modern life is occurring in every corner of the African continent. This section focuses on the processes of change that have been most significant in this transition: economic change, urbanization, and political modernization.

In the discussion on economic modernization, the emphasis is on agricultural change and its concomitants and on the development of infrastructure, both of which are essential to development. The urbanization subsection deals with the draw of the city, the complex links between rural and urban areas, and the social and economic problems of African cities and urban systems. The analysis of political modernization describes contemporary trends in the perspective of time and space and discusses the drive toward the creation of nation-states as the dominant theme in African polity.



These four themes bring a new relevance to African studies and provide an integrating overview of the continent and its problems. They also offer a set of concepts and models that can be applied in small geographical areas and in case studies. They furnish cross-disciplinary links to other social science disciplines. Finally, they present students with a challenging set of generalizations, which apply in Lusaka, Abidjan, Dar es Salaam, or Rabat.

Africa: a Thematic Geography consists of three volumes. Volume I, *Themes*, presents the four themes and describes their relationship to the source readings. Volume II, *Readings*, provides the source materials and case studies used in the course. Volume III, *Bibliography*, lists 1,600 additional reference items. A Request for Proposals (RFP) to publish these volumes is available now. For further information or to receive a copy of the RFP, please contact:

Mr. Frank E. Bernard, (614) 594-6557
or
Mr. Bob J. Walter, (614) 594-7057
Department of Geography
Ohio University
Athens, Ohio 45701

January 8, 1973

PRODUCTION REPORT—PAS ANNOUNCEMENT 72-09

Africa: a Thematic Geography

The ninth Publishers Alert Service announcement prepared by SDC described Africa: a Thematic Geography, a university-level course developed at Ohio University under the sponsorship of the U.S. Office of Education. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	9/25
Rough draft completed	11/2
First draft to developer	11/3
Second draft to USOE	11/7
Approved by USOE	11/13
Copy to typesetter	11/13
Typeset copy received, proofed, and corrected	11/15
Paste-up	11/17
Photoprints	11/21
Finished announcement to USOE	11/21

There were forty-two working days from the arrival of the assignment to mail-out of the completed announcement. Five of these days were used in obtaining sufficient additional information from the developer to prepare the draft. Again, as in #72-08, we were particularly pleased with the creative graphics developed by the SDC artist assigned to this project, Don Allspaw.

Announcement Number 72-10

SWRL Communications Skills and Fine Arts Programs

Developed by SWRL Educational Research and Development and supported by NIE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
NOVEMBER 1972 Office of Education Copyright Program 72-10
National Institute of Education

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SWRL COMMUNICATIONS SKILLS AND FINE ARTS PROGRAMS

SWRL Educational Research and Development

Six comprehensive programs in communications skills and the fine arts are under development at SWRL. The programs are in Reading, Composition, Spelling, Drama and Public Speaking, Music, and Art. They are designed for use in kindergarten through grade six. Each program includes fully tested materials and procedures for accomplishing its prespecified outcomes, using instructional strategies that are highly attractive to children and easily managed by teachers.

Program Subsystems

Each of the six programs will include the following four subsystems:

1. Instructional System—includes all methods and materials needed to accomplish specified instructional outcomes under natural classroom conditions.

2. Instructional Support System—provides methods and materials for individualized practice for children requiring additional help; includes procedures to be used by student tutors, aides, or parents.

3. Training System—provides methods and materials for training teachers and supervisors to use the instructional system.

4. Quality Assurance System—provides useful continuing feedback for teachers and administrators on the functioning of the program, based on various indicators of performance and pacing.

The six programs are briefly described in the following paragraphs.

Reading

The design of the Reading Program is based on three premises: (1) spelling-to-sound correspondences are basic to learning to read; (2) the vocabulary for the reading materials should match the vocabulary of the child; and (3) reading skills should be extended to tasks useful to the child and representative of all modes of written communication. On the basis of these premises, a lexicon has been developed for use in beginning reading. Words were selected for their appropriateness to the ages of the children and for their spelling-to-sound correspondences. Rules of correspondence were generated and sequenced for the vocabulary selected. Instructional emphasis is on decoding, comprehension, language analysis, and language processing.

Composition

The Composition Program is designed to develop the fluency and clarity with which children can communicate, using a variety of written forms. The children participate in systematically structured learning activities that progress from writing letters and single words to writing phrases and sentences, and finally to creating increasingly longer cohesive compositions. At the advanced

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levels, the compositions represent a variety of purposes embedded in fiction, nonfiction, and fantasy, composed for a variety of different audiences. Planning, writing, and editing skills are emphasized.

Spelling

The Spelling Program is designed to provide children with sufficient spelling skills to spell most of the words needed for their written communication. The program is based on two assumptions: that there is a regular and reasonable relationship between sound and spelling in English, and that when a child understands this relationship, his spelling will improve. The program emphasizes unaided spelling of words with predictable sound-to-spelling correspondences and also provides practice in dealing with unpredictably spelled words.

Drama and Public Speaking

The Drama and Public Speaking Program is designed to enhance the oral language development of the children. Learning activities progress from performing simple pantomimes and improvisations to planning and scripting plays and films, producing films, and debating.

Music

The Music Program is designed for use by classroom teachers who are not themselves trained in music. Instructional activities emphasize performance, criticism, and composition. The content includes experience with rhythm, melody, harmony, musical form, timbre, and intensity.

Art

The Art Program is designed to develop children's art craftsmanship and creativity. Through systematically arranged lesson sequences, children develop craftsmanship in the use of art elements and techniques in a variety of media. Creative expression is promoted by open-ended lessons that encourage varied and original use of art concepts, techniques, and media. Art history and criticism are also explored in the program.

Marketing and Distribution Information

Although the six programs listed above are still under development, SWRL intends at this time to award exclusive licenses to manufacture and market those programs. By entering into publishing agreements now, SWRL desires to bring about early corporate and individual involvement of those who will assume direct commercial responsibility for the programs. The six programs are independent but coordinate. Each of the programs has its own instructional integrity and may be marketed and used alone; however, the developers feel that instruction will be both more economical and more effective if the programs are used in combination.

A Request for Proposals (RFP) to publish and market these programs is available now. To receive a copy of the RFP, or for further information, please contact:

Dr. Robert L. Baker
SWRL Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 09720
(213) 598-7661

January 8, 1973

PRODUCTION REPORT—PAS ANNOUNCEMENT 72-10

SWRL Communications Skills Programs

The tenth Publishers Alert Service announcement prepared by SDC described the SWRL Communications Skills and Fine Arts Programs, a set of six comprehensive elementary-school programs developed at the Southwest Regional Laboratories. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	9/14
Interview with developers	9/26
Received additional materials	11/3
Rough draft completed	11/7
First draft to developer	11/8
Second draft to USOE	11/13
Approved by USOE	11/15
Copy to typesetter	11/16
Typeset copy received, proofed, and corrected	11/21
Paste-up	11/28
Photoprints	11/29
Finished announcement to USOE	11/29

On first receipt of this announcement, we looked it over and found that there was no information whatever on the programs being offered. We called SWRL and found that there was no RFP as yet, and that they had nothing written that they could send us. We suggested that we come down for an interview, and they agreed. On September 26, Kean Mantius went to SWRL and

interviewed Dr. Schutz. After a couple of hours, he decided that there really was not enough concrete information in existence at that time to prepare a PAS announcement. He asked if we could delay the preparation of the announcement until they had completed the RFP that they were in the process of preparing. With Dr. Bachrach's concurrence, we said that would be fine. On the second of November, Dr. Schutz called to say that the RFP was finished, and he was sending a copy. We received the RFP on Friday, November 3, and rushed it through, mailing the camera-ready copy 17 working days later on November 29.

Announcement Number 73-11

New Primary Grades Reading System

Developed by the Learning Research and Development Center at the University of Pittsburgh with funding from NIE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
JANUARY 1973 Office of Education Copyright Program 72-11
National Institute of Education

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NEW PRIMARY GRADES READING SYSTEM

Learning Research and Development Center, University of Pittsburgh

The *New Primary Grades Reading System* (NRS) is an individualized adaptive system for teaching the reading skills traditionally included in the first 3 years of reading instruction. The system is designed particularly to fill the needs of urban children; however, it has been successfully used with suburban children as well. In the design of the system, the Learning Research and Development Center (LRDC) of the University of Pittsburgh has brought together its long-standing interest in individualizing instruction with its experiences in adapting, modifying, and implementing reading programs. LRDC's aim in developing NRS is to build a system that allows for individual variation, but not for individual failure.

NRS is characterized as a reading system because of the interrelationships among the component parts and the integration of these parts into a total management scheme. It is individualized in that it permits children to progress at different rates, it allows for different routes to the mastery of an objective, and it is organized so that a teacher can monitor a classroom of children doing different things at the same time. It is adaptive in that alternative teaching strategies are available to meet the needs of different children and the requirements of different tasks.

Code-Breaking

NRS uses a code-breaking approach to beginning reading. A mixture of synthetic and analytic phonics is employed, along with text displays that illustrate linguistic principles. In this approach, sounding and blending are considered to be fundamental decoding skills. Symbol-sound correspondences are taught in an instructional sequence that is carefully designed to avoid confusion and to give children a repertoire of useful symbol-sound correspondences as early as possible. Then children are taught to use a systematic blending technique that enables them to slide the sounds together into words. The blending technique has been tested with both existing commercial materials and NRS materials. It is mastered rapidly and enables children to attack new words independently when the words contain combinations of symbol-sound correspondences they have learned.

Structure

NRS is composed of 16 levels, each containing approximately 10 instructional sequences. In many instructional systems, a prime objective is to add new skills as rapidly as possible. This approach

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might be described as emphasizing vertical progression. In NRS, the term *level* is used to suggest horizontal as well as vertical progress. In other words, not every task the child performs is intended to add new skills to his repertoire; some activities maintain skills or build fluency at the child's current level, some allow him to read less demanding material, and some afford him the opportunity of discovering new reading skills on his own. Although the instructional sequences, or groups of lessons, are designed to build a framework of fundamental skills that the child must use as he progresses from one level to the next, the horizontal use of levels provides for variety within that framework.

In its final form, NRS will be a total instructional system that will contain all materials necessary to carry on a developmental reading program. Materials will include audio lessons, workbooks, blending booklets that contain pocket charts and letter cards used with the blending technique, reading books with a wide variety of content and style, games, and manipulables. Special materials for the teacher will include instructional guides, testing materials, and nonconsumable materials for small-group instruction. In addition, the final NRS package will contain an intensive teacher-training program.

Management

Concerns about classroom management are reflected in many of the design decisions that are part of NRS, such as the amount and kind of independent work provided, the response modes used at different levels, the kinds of games and manipulables developed, the structure and placing of tests, and the type of training necessary for teachers. NRS facilitates the individualization of instruction by providing a variety of materials and decision-making opportunities for which the children do not need the teacher. In the first two levels, instruction is done by the teacher, who retains contact with all of the children and monitors their learning directly. Starting with Level III, lessons are presented by means of tape cassettes. Children operate the cassette players independently, and work independently with a variety of games and materials that are available. Progress checks are made by the teacher at specified intervals, and recycling materials are available if they are needed.

Decision Making

NRS incorporates in the process of learning to read the following real-life situations: 1) having to read some things at some times; 2) deciding to read either one thing or another; and 3) deciding to read or not to read. The first of these situations is called *prescriptive;* the teacher determines and prescribes activities that are directly related to the individual needs of the child. The second is called *selection;* the child determines his own prescription by selecting an activity from a predetermined array of activities. The third situation is called *choice;* the child is free to choose any, all, or none of the independent activities that are available at the level on which he is working.

Status

About half of the *New Primary Grades Reading System* has been developed. Its developers are looking for a publisher who is interested in working with LRDC on the further development of the system. LRDC, with support from the publisher, will develop the rest of the materials, revise materials on the basis of tryouts at two LRDC developmental schools, and design and develop a teacher-training package. In addition, the LRDC evaluation project will conduct a limited field test of the system. Upon completion of the above, LRDC will work with the publisher to identify a third party who will be responsible for conducting a large-scale field test and demonstration.

The Request for Proposals (RFP) to develop and publish the *New Primary Grades Reading System* is available now. For further information or to receive a copy of the RFP, please contact:

Isabel Beck
Learning Research and Development Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, Pennsylvania 15213

January 8, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-11

New Primary Grades Reading System

The eleventh Publishers Alert Service announcement prepared by SDC described the New Primary Grades Reading System, which was developed at the Learning Research and Development Center at the University of Pittsburgh. The following list shows each of the important production steps and gives the completion date for each one.

STEP	DATE COMPLETED
Date received	10/30
Received additional materials	11/13
Rough draft completed	12/4
First draft to developer	12/5
Second draft to USOE	12/12
Approved by USOE	12/18
Copy to typesetter	12/21
Typeset copy received, proofed, and corrected	12/26
Paste-up	12/27
Photoprints	12/28
Finished announcement to USOE	12/29

No particular problems came up during the preparation of the announcement, except the usual difficulties in trying to get a job out between holidays. Production took forty-two working days from receipt of the assignment to mail-out of the final copy. Ten of those days were spent obtaining additional materials.

Announcement Number 73-12

A Microform Handbook for Community and Junior Colleges

Developed by the American Association of Community and Junior Colleges with funding from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program
73-12
JANUARY 1973

National Institute of Education

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A MICROFORM HANDBOOK FOR COMMUNITY AND JUNIOR COLLEGES

The American Association of Community and Junior Colleges

The American Association of Community and Junior Colleges, with support from the U.S. Office of Education, is preparing *A Microform Handbook for Community and Junior Colleges* as a reference tool for community and junior college librarians, directors of learning resources centers, and media specialists who are considering the implementation or expansion of microform systems. The handbook will provide a detailed overview of microform systems and a complete guide for those interested in selecting, organizing, or utilizing microform programs.

What is Microform?

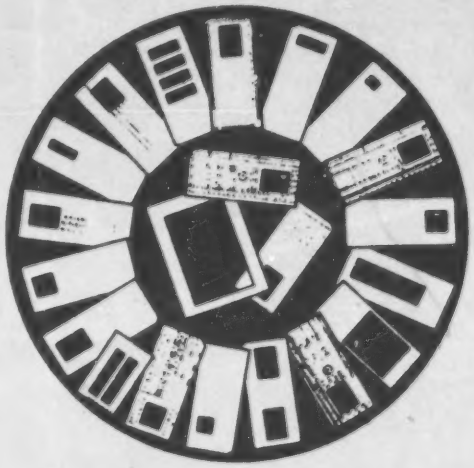
The term microform refers to various forms of miniaturized photographs—usually of newspapers, books, journals, charts, maps, etc.—either on film or on paper. Microfilm and microfiche are two of the more common microforms in use today. As the flood of information being produced by writers and researchers in all fields increases, it is clear that more and more libraries must turn to microform to provide for the storage and retrieval of this information. *A Microform Handbook* clearly fills a need on the part of many librarians and community college learning resources directors to understand the new microform technology and its potential application in their colleges.

Topics Included

A Microform Handbook includes the following chapters:

1. *An Introduction to Micrographics*—Provides definitions of terminology

2. *Overview of Community and Junior College Learning Resources*—Includes discussions of (1) the growth of community and junior colleges nationally, and the implications of such growth for



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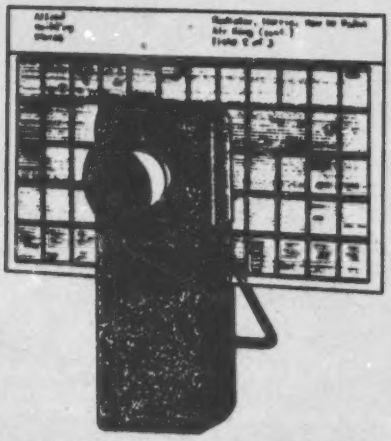
libraries and learning resources centers; (2) the function of libraries as integrators of new knowledge into the total body of knowledge; and (3) the advantages that micrographics can offer to community colleges in their efforts to extend learning resources to a larger and more diverse community population.

3. *Overview of the Micrographics Field*—Presents a history of micrographics, a description of microform programs in industry, government, and education, and a look at the future of micrographics.

4. *A Description of Microform Software*—Discusses (1) the characteristics of microform software, including format, film size, and types of film; (2) sources for obtaining microforms; and (3) a checklist for selecting appropriate microforms for community colleges.

5. *A Description of Microform Hardware*—Includes (1) an overview of different kinds of microform hardware, such as readers, reader-printers, film processors, film duplicators, cameras, and automatic retrieval units; (2) sources of microform hardware; and (3) a checklist for selecting appropriate hardware.



6. *A Guide for Formulating, Implementing, and Evaluating Microform Systems*—Presents a discourse on establishing microform systems as a means of extending the learning resources of the community colleges, including guides and recommendations for organizing and assessing a total system.

In addition to the text, the handbook will contain a bibliography of published and unpublished works and a list of private and government sources for microform equipment, materials, and services.

Experts

The Microform Project staff at the American Association of Community and Junior Colleges is being assisted in the preparation of the handbook by an outstanding group of professional people in the field of library and information science. The group includes librarians, library science teachers, microform specialists, professors, publishers, and representatives of research organizations. The handbook resulting from this collaboration of experts will be an indispensable tool for any librarian who is concerned about microform.

Information for Publishers

The American Association of Community and Junior Colleges is seeking publishers interested in publishing and marketing *A Microform Handbook for Community and Junior Colleges*. A Request for Proposals (RFP) to publish the handbook is available now. To receive a copy of the RFP, or for further information, please contact:

Dr. Dale Gaddy
American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
(202) 293-7050, ext. 44

January 8, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-12

A Microform Handbook for Community and Junior Colleges

The twelfth Publishers Alert Service announcement prepared by SDC described A Microform Handbook for Community and Junior Colleges, which was prepared by the American Association of Community and Junior Colleges with the help of USOE. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	11/21
Rough draft completed	12/6
First draft to developer	12/6
Second draft to USOE	12/12
Approved by USOE	12/18
Copy to typesetter	12/21
Typeset copy received, proofed, and corrected	12/28
Paste-up	1/4
Photoprints	1/5
Finished announcement to USOE	1/8

This announcement started out as 73-13, but during the production process it got ahead of 73-12. We therefore numbered it 73-12. Extensive changes were made in the first draft by the developers, because they had changed their outline for the handbook quite drastically between the time their RFP was written and the time we submitted the first draft for their review. The announcement took 31 working days from receipt of the assignment to mail-out of the final copy.

Announcement Number 73-13

I Can

Developed at Michigan State University under a research grant from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
73-13 Office of Education Copyright Program JANUARY 1973
National Institute of Education

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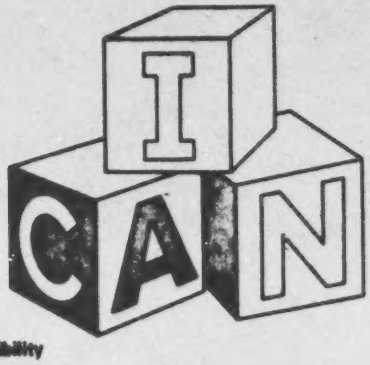
I CAN

A Programmatic Research Project at Michigan State University

I Can is a set of individualized physical education curriculum materials designed for use with the mentally retarded. Developed at Michigan State University under a research grant from the U.S. Office of Education, the program is designed to develop those aspects of health and physical activity that are most important in giving mentally retarded children the physical competence to participate in social/leisure activities.



Flexibility

I Can is a set of modular units of a developmentally organized, student-centered activity program. It is designed for maximum flexibility and maximum applicability in a variety of teaching situations. Modules can be used separately, or can be individually incorporated into other activity programs. For example, if an existing physical activity program is working well except for one or two weak areas, modules can be selected from the *I Can* program that will strengthen the existing program. The *I Can* program can also be adapted for use with all types of handicapped children and with normal children.

Individualization

The materials in the *I Can* program enable the teacher to provide individualized instruction for each child, within a group setting or on a one-to-one basis. Since there are many methods of mastering a given behavioral objective, and since the program provides the teacher with diagnostic tools for assessing the strengths and abilities of each child, the teacher is able to prescribe instructional strategies that are precisely tailored to ability and skill level. Each child is encouraged to measure his performance against his own potential rather than against the performances of other children.

Interrelationships

An outstanding feature of the *I Can* program is its emphasis on the relationship of physical activity to other aspects of the school curriculum. Concepts from such subjects as art, music, math, and science, as well as the more obviously related areas of health and daily living, are brought into the physical education classroom and put into a relationship with the body concepts, skills, and physical awarenesses that are being developed. The careful attention to these relationships in the *I Can* materials makes it possible for the activity program to reinforce, and be reinforced by, each other area of classroom learning. The result is an

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integration of ideas and concepts that can greatly facilitate the child's understanding of his body and his environment.

Goals

The *I Can* program is structured around three major goals:

1. Psychomotor Skills—To demonstrate proficiency in a variety of motor skills and selected leisure activities.

2. Cognitive Skills—To understand the relationships between physical activity, care of the body, and improved physical performance in the world of work and play.

3. Affective Skills—To develop a positive self-image and to build sportsmanship and responsibility both as a participant and as a spectator in the world of play and leisure.

The program provides the teacher with teaching-learning activities, performance objectives, criteria for the achievement of objectives, and the rationale for the program design. Learning activities range from exercises designed to build physical awareness and control of the body to gymnastics, dance, team games such as floor hockey and basketball, and leisure activities such as boating, swimming, tennis, skating, and camping. The emphasis is always on increasing the child's physical skill and his ability to use and enjoy his body.

Materials

The *I Can* program includes the following materials:

1. Teacher's Instructional Kit (one for each module)—Terminal performance objective rationales, competency measures, sequencing criteria, learning activities, core vocabulary, associated learnings, teaching sequences, and an index of supplies and materials.

2. Visual Aids—Posters and color film loops demonstrating various activities (for students) and transparencies and slides explaining the program and suggesting methods of individualizing instruction (for teachers).

3. Evaluation and Planning Booklet—Diagnostic instruments, directions for prescriptive teaching, and progress charts.

4. Associated Learning Kit—Basic recommended concepts from math, science, art, music, health, and daily living; models for integrating these concepts into the activity program.

5. Teacher's Reference Book—Background information on program development, teaching strategies, scope and sequence charts, alternate scheduling plans, and resources for equipment and supplies.

6. In-House Working Position Papers—Papers on Sequential Motor Development, Guidelines for Teaching Strategies, Affective Skills and Learning, Physical Skill Learning, and an Evaluation Plan for Accountability.

7. Competency-Based Training Programs—Preservice and inservice training programs for teachers, teacher aides, parents, and ancillary personnel.

Status

The *I Can* individualized physical education module materials are currently in Phase I of a formative evaluation. Publisher participation in the further development of these materials is being sought; the publisher selected will have the opportunity to publish and market the program when it is complete. A Request for Proposals (RFP) is available now. For further information, or to receive a copy of the RFP, please contact:

Janet A. Wessel, Ph.D.
Room 102, Women's Intramural Building
Michigan State University
East Lansing, Michigan 48823
(517) 355-4740

February 2, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-13

I Can--A Programmatic Research Project

The thirteenth Publishers Alert Service announcement prepared by SDC described a programmatic research project entitled I Can, which was developed at Michigan State University. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	11/15
Rough draft completed	12/6
First draft to developer	12/6
Second draft to USOE	12/12
Approved by USOE	12/18
Copy to typesetter	12/21
Typeset copy received, proofed, and corrected	12/28
Paste-up	1/8
Photoprints	1/10
Finished announcement to USOE	1/10

Production on this announcement ran smoothly for the most part. Production time was longer than it should be, because it took 11 days to get the additional materials we requested from the developer, and because the principal part of the production cycle fell in the Christmas and New Year's holiday weeks. The overall production time was 41 working days, with nine working days used for obtaining samples of the materials in the program.

Announcement Number 73-14

Achievement Competence Training

Developed by Research for Better Schools, Inc., with support from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program
73-14
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National Institute of Education

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ACHIEVEMENT COMPETENCE TRAINING

A Multimedia Learning Unit from Research for Better Schools, Inc.

Achievement Competence Training (ACT) is a learning unit aimed at teaching students a strategy for setting and reaching their personal goals. Developed at Research for Better Schools, Inc., in Philadelphia, the ACT package represents an innovative approach to the problems of building motivation and providing techniques for self-actualization. Designed for use during one semester in the fifth grade, either as an independent "mini-course" or as part of the social studies, language arts, or guidance programs, it could also be used in the sixth or seventh grades.

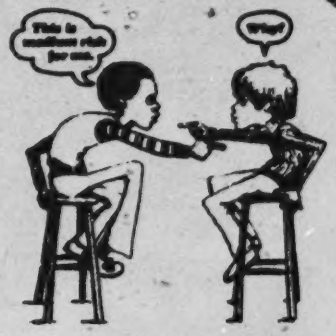
Strategy for Achievement

The ACT unit teaches a six-step strategy for goal setting and goal achievement. This strategy helps students learn about their own personal resources and use those resources to set and achieve meaningful goals in five diverse areas of living: interpersonal skills, schoolwork, athletics, art, and hobbies and handskills. A brief outline of the six steps is presented below:

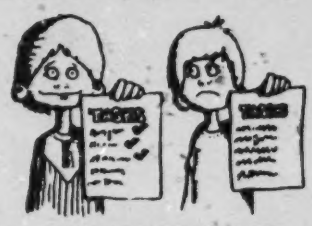
1. *Study self.* In this step, students take a close look at themselves with special attention to their strengths—i.e., things they do well—and their past achievements. Students use self-scored interest and activity inventories, and classmates support and assist each other in identifying strengths and achievements. This exploration accentuates the positive in such a way that children feel increased confidence in their ability to achieve.

2. *Get goal ideas.* From thinking about their strengths and their past achievements, students get ideas for things they might like to do. They are encouraged to look for goal ideas that are personally meaningful.

3. *Set a goal.* The next step is to select a definite goal. ACT teaches students to define a goal that is medium risk—not too easy to be challenging or too difficult to be achievable—and to state the goal in specific terms.



4. *Plan.* Students learn that in order to achieve their goals, they must make a step-by-step plan that will guide them in their efforts. They practice naming and reordering tasks needed to achieve the selected goal. Also included in this step is *re*planning, to handle contingencies that arise as the student carries out his plan.



GOAL PROGRESS REPORT

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5. *Strive.* Recognizing the difficulty of concentrating on a project and carrying it through, the unit presents the student with a checklist of striving techniques from which he is asked to make selections and to develop his own style of striving.

6. *Evaluate.* In the final step, the student is taught to evaluate his achievement after the goal has been reached. He notes what he did well and what he could have done better, and he examines and discusses his feelings about having reached his goal.

Format

The ACT learning unit is programmed on audio tape and designed to be used for three 45-minute periods per week; however, lessons are structured so that they can be used in 15- and 20-minute segments if the teacher prefers shorter periods. In a typical lesson, students listen to a tape that presents concepts, describes various alternative solutions to problems, and gives directions. Each student has a workbook and various materials and devices to use at his desk. Students work independently or in small groups carrying out the instructions they have received. Pretests and posttests are incorporated at regular intervals.

The Audio Tapes

Taped lessons in ACT typically include narration, dramatized segments, music, and sound effects. Some of the dramatized segments are voices of children in a classroom who are trying to do the various tasks in the ACT unit; this kind of dramatization provides an opportunity to give life-like examples of the concepts and activities presented. Other dramatized segments are parts of a continuing soap opera called *Slice of Life*, also played by children, in which each segment ends with a series of questions in traditional *Our Gal Sunday* style: "Will John and Gladys find the answer? Will people keep the answer from John and Gladys? Will John and Gladys find what others keep? Or will John and Gladys learn that finders keepers, losers weepers?" The lively audio collage of styles and sounds helps to keep the students' interest and enthusiasm high.

Materials

The ACT learning unit provides the following materials:

Student Workbooks—These contain 24 three-part lessons. Each student does exercises in his own workbook or with other students, as directed by the tape.

Audio Tapes—There are twelve audio tapes, each containing two three-part lessons. Tapes are keyed to the students' workbooks and games and to the teacher's manual.

Games—Two games are included: Achievo, which gives students practice in selecting goal-setting and striving strategies, and Target Toss, which helps students assess their own level of risk taking.

Filmstrips—Four filmstrips help illustrate basic concepts. They are keyed to the tapes and the students' workbooks.

Teacher's Manual—The Manual contains a description of each lesson, instructions on any materials needed, and a transcript of the tape. Correction pages for the students' workbook exercises and for the posttest are also included.

Theory and Research Base

ACT is based on 20 years of research on achievement motivation by McClelland and his colleagues. The concepts of achievement motivation, as well as concepts from several other fields such as management, mental health, and education, were utilized to develop a conceptual framework that recognizes individual will. The unit itself was built by successively testing all concepts and lessons in classroom trials and modifying them on the basis of test results. A field test of the unit in 32 schools is now being completed.

Information for Publishers

The developers of ACT are seeking a publisher to participate in the field evaluation and to publish and market the ACT curriculum package. A Request for Proposals (RFP) to publish these materials is available now. To receive a copy of the RFP, or for further information, please contact:

C.C. Yetter, Director of Public Information
Research for Better Schools, Inc.
Suite 1700, 1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100, ext. 242

February 2, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-14

Achievement Competence Training

The fourteenth Publishers Alert Service announcement prepared by SDC described Achievement Competence Training, a multimedia learning unit developed at Research for Better Schools, Inc. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	12/19
Rough draft completed	1/4
First draft to developer	1/5
Second draft to USOE	1/15
Approved by USOE	1/18
Second approval by developer (requested by USOE)	1/18
Copy to typesetter	1/18
Typeset copy received, proofed, and corrected	1/23
Paste-up	1/26
Photoprints	1/29
Finished announcement to USOE	1/29

The original assignment for the ACT announcement arrived at SDC on the 19th of December. On December 21, we called Mr. Yetter and asked him to send us additional materials. The materials arrived on December 28. We read the rough draft to Mr. Yetter over the telephone on January 5. He said he would have a few changes, but would make them on the draft when he received it. We arranged to call him for his changes on January 10. When we called on the tenth, Mr. Yetter said he did not have the changes for us

yet, but he would have them for us on January 12. When we called on the twelfth, Mr. Yetter said he would mail us the changes and we would have them on the fifteenth. We did receive the changes on the fifteenth; however, instead of marking the things he wanted changed on the draft, the author of the program had had someone retype the whole announcement with his changes in it. This necessitated a time-consuming sorting-out of our version from their version in order to determine which of their changes needed to be discussed further. Our final version was sent to Dr. Bachrach for review, and at his suggestion we cleared it again with Mr. Yetter. Overall time from receipt to mail-out was 30 working days. Six working days were spent in obtaining the additional materials we needed, and four more working days were spent in the developer's review than we would normally expect to need.

Announcement Number 73-15

DARCEE Preschool Program

Developed by CEMREL, Inc., and the Demonstration and Research Center for Early Education (DARCEE) at George Peabody College with USOE funding.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

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DARCEE PRESCHOOL PROGRAM

CEMREL, Inc. with George Peabody College, Nashville, Tennessee

Teachers can work more creatively and preschool children can learn the skills and attitudes they need for school success more readily in a carefully researched preschool program developed jointly by the early childhood division of CEMREL, Inc. and the Demonstration and Research Center for Early Education (DARCEE) at George Peabody College. Designed for four- and five-year-old children, the program includes materials for teacher training, curriculum construction, and evaluation.

Skills and Attitudes for School Success

The DARCEE Preschool Program is designed to promote the skills and attitudes that children need to succeed in school. In a DARCEE classroom, children develop the perceptual, concept, and language aptitudes they need to obtain and process information from their environment. They are also taught positive attitudes toward themselves that encourage enjoyment of school and of learning. Thus, the program places equal emphasis on the cognitive and affective domains.

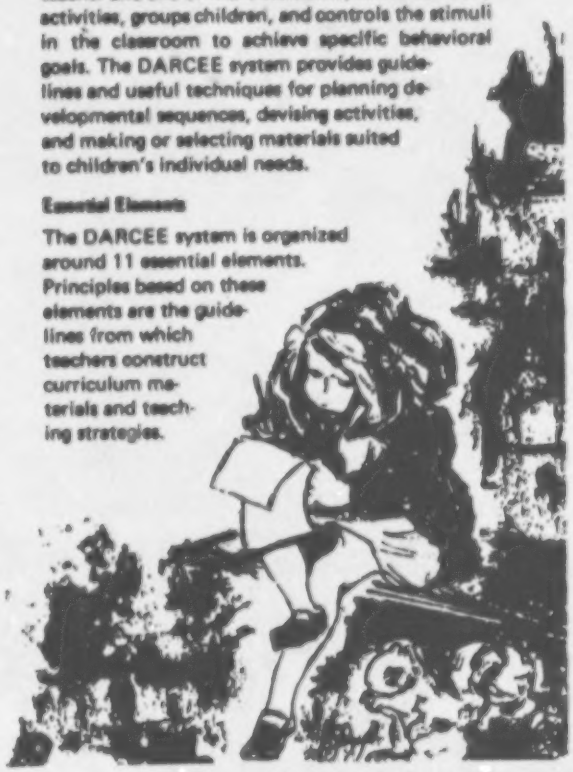
The skills and attitudes in the program are taught through sequenced presentations of content materials in large- and small-group activities. These activities are often based on subject-matter units on such topics as plants, the family, forest animals, or transportation. Teachers are provided with *Resource Guides* for the content units, or they may construct their own units around the behavioral objectives specified by the program.

Team Teaching

An important feature of the DARCEE program is its team teaching approach. Each adult in a DARCEE classroom functions in a teaching role. Therefore, mastery of the principles of DARCEE teaching is essential. The team, consisting of a lead teacher and one or more assistants, schedules daily activities, groups children, and controls the stimuli in the classroom to achieve specific behavioral goals. The DARCEE system provides guidelines and useful techniques for planning developmental sequences, devising activities, and making or selecting materials suited to children's individual needs.

Essential Elements

The DARCEE system is organized around 11 essential elements. Principles based on these elements are the guidelines from which teachers construct curriculum materials and teaching strategies.



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The essentials are (1) physical setting, (2) grouping, (3) teaching roles, (4) organization of time, (5) attitude development, (6) aptitude development, (7) unit teaching, (8) materials development, (9) positive reinforcement, (10) teacher preparation, and (11) parent involvement.

Manuals and Resource Materials

The *DARCEE Teachers Guide* is the principle component in the DARCEE program. It explains each of the 11 essentials, presents relevant readings, and provides self-checking exercises for teachers being trained in the program.

The *Materials Use Manual* guides teachers in understanding the principles of materials development and provides suggestions for preparing materials applicable to the DARCEE classroom.

The *Record Keeping System* is a consumable reference/recording aid that helps teachers set goals and sequences for children's cognitive development. Teachers use the system daily to record each child's progress in mastering specific skills.

Eleven *Resource Guides* focusing on topics in science and social studies have been prepared to help teachers implement the unit-based curriculum. Each of the guides includes suggested instructional activities for teaching basic skills and attitudes. Each guide also provides a list of instructional materials, including books, puzzles, games, suggestions for teacher-made materials, and sample designs for displays.

Products for Implementation and Evaluation

The DARCEE system also includes components designed to assist teachers and administrators in installation, implementation, and evaluation.

The *Trainers Manual* helps local trainers and curriculum supervisors to understand the DARCEE concepts and to train classroom teachers.

The *School Administrator's Handbook* specifies equipment and materials and discusses the problems and costs of installing the DARCEE program.

The *Rating Form for Classrooms* is an assessment instrument that is used to determine how closely individual classrooms conform to the DARCEE model.

The *Test of DARCEE Essentials* is a consumable paper-and-pencil test that can be given to teachers to determine their understanding of the DARCEE system.

Market

Although pilot tests of the DARCEE Preschool Program have focused exclusively on low-income children, the program is equally applicable to all preschool children. Since it focuses on a set of behavioral objectives and does not insist on specific curriculum content, the DARCEE Program can adapt to the needs of various ethnic groups and can be used with many commercially available curriculum packages. The program has been used successfully with black, white, Puerto Rican, and Indian children in both kindergarten and day care settings. It requires a minimal amount of training and equipment, and it relies on teacher-made or readily available materials.

Evaluation

Four sites, with approximately 900 children, installed and implemented the DARCEE Preschool Program in the 1971-72 school year. Preliminary results from the first year's pilot test indicate that children in DARCEE classrooms performed significantly better in a variety of skills than did control group children. Field testing is continuing during the current school year with an expanded test group. Training and delivery systems are being experimentally varied to determine the most cost-effective approach.

Publisher Information

The DARCEE Preschool Program is in the final stages of field-testing and revision. CEMREL, Inc. is seeking a publisher to publish and distribute the DARCEE materials. A Request for Proposals (RFP) is available now. To request a copy of the RFP, or for further information, please contact:

William Cawlfield
CEMREL, Inc.
10646 St. Charles Rock Road
St. Ann, Missouri 63074
(314) 429-3535

March 6, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-15

DARCEE Preschool Program

The fifteenth Publishers Alert Service announcement prepared by SDC described the DARCEE Preschool Program, a carefully researched preschool program developed jointly by the early childhood division of CEMREL, Inc., and the Demonstration and Research Center for Early Education (DARCEE) at George Peabody College. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	1/16
Received additional materials	1/22
Rough draft	1/23
First draft to developer	1/23
Second draft to USOE	1/29
Approved by USOE	1/31
Copy to typesetter	2/2
Typeset copy received, proofed, and corrected	2/5
Paste-up	2/7
Photoprints	2/8
Finished announcement to USOE	2/8

Announcement number 73-15 was produced in 18 working days from receipt of the assignment to mailout of final copy. This included the four days required for obtaining additional materials.

Announcement Number 73-16

A Sourcebook of Elementary Curricula, Programs and Projects

Developed by the Far West Laboratory for Educational Research and Development and supported by USOE.

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PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
73-18 Office of Education Copyright Program February 1973

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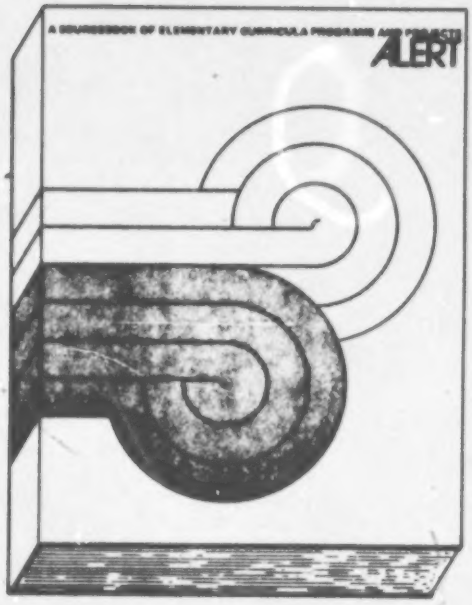
A SOURCEBOOK OF ELEMENTARY CURRICULA, PROGRAMS, AND PROJECTS

Far West Laboratory for Educational Research and Development



Educational research and development over the past ten years has produced a wide variety of new educational programs and products, many of which are fully tested and available on the commercial market. Unfortunately, educators and administrators in schools and colleges have no easy way to find out what is available or to obtain sufficient information about these new products to make the decision to implement them. For this reason, many important new educational products are not yet in widespread use.

The *Sourcebook of Elementary Curricula, Programs, and Projects* represents a major effort to remedy this situation and to hasten the flow of innovative educational products into the stream of educational practice. Produced by the Far West Laboratory for Educational Research and Development, the Sourcebook presents detailed information about a variety of curricula, model programs, and resources, for the benefit of educators who are interested in adopting or adapting innovations in education.

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Selection

The Sourcebook contains reports of over 300 programs and products selected from the Far West Laboratory's ALERT Information System. In selecting final entries for the Sourcebook, the editors gave priority to (1) programs and products produced by research and development agencies that employed rigorous field-test methods, or (2) programs and products that showed evidence of good quality, though less rigorously evaluated, and offered important alternatives to traditional practice.

Format

The Sourcebook is a 517-page, oversize paperbound volume divided into 15 chapters, each dealing with an area of the elementary curriculum or an area of interest to elementary educators. The chapter headings are as follows:

I. Aesthetics and Arts
II. Affective Education/Personal Development
III. Career Education
IV. Drug Education
V. Early Childhood Education
VI. English/Language Arts
VII. Environmental Education and Ecology
VIII. Ethnic Education and Intergroup Relations
IX. Foreign Language and Bilingual/Bicultural Education
X. Health, Sex and Family Life, Physical Education
XI. Mathematics
XII. Reading
XIII. Science
XIV. Social Studies
XV. General Systems and Resources

Entries under each of these chapter headings are grouped into curricula, models, training, and resources. Under curricula, one may find a variety of fully-developed elementary-level curriculum packages emphasizing various approaches to the subject of the chapter. Under models are grouped descriptions of exemplary programs in school situations whose subject matter is related to the particular chapter. The items grouped under training describe teacher training courses in the subject area. Under resources are listed sources of additional information in the subject area, such as comparative studies of different programs, catalogs produced by various educational groups, and additional specialized subject listings compiled by the Sourcebook staff.

Entries

Each entry in the Sourcebook covers target audience, subject area, content emphasis, sample topics, major goals for students, project goals, suggested use, length of use, unit sequencing, instructional method, student's role, teacher's role, teacher training, student testing, school organization, special equipment/facilities, program evaluation, availability, developer, distributor, and cost.

Information for Potential Publishers

The Sourcebook is the result of three years of development and field testing at the Far West Laboratory. Produced with support from the U.S. Office of Education, U.S. Department of Health, Education, and Welfare, it has been sold through the U.S. Government Printing Office for use in the field-testing program. The Far West Lab is now seeking a publisher to undertake the publishing and distribution of the volume. Masters and negatives from the original printing are available for use by the selected publisher. A Request for Proposals (RFP) is available now. For further information or to receive a copy of the RFP, please contact:

Mr. Paul W. Spain
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3051

March 6, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-16

A Sourcebook of Elementary Curricula, Programs and Projects

The sixteenth Publishers Alert Service announcement prepared by SDC described A Sourcebook of Elementary Curricula, Programs and Projects, a publication of the Far West Laboratory for Educational Research and Development. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	1/26
Rough draft	2/5
First draft to developer	2/6
Second draft to USOE	2/9
Approved by USOE	2/13
Copy to typesetter	2/15
Typeset copy received, proofed, and corrected	2/19
Paste-up	2/20
Photoprints	2/21
Finished announcement to USOE	2/21

Dr. Hutchins of the Far West Laboratory called SDC on January 5, asking us to rush the production of the announcement in order to get it out to publishers as soon as possible. He asked how the process could be speeded up. We suggested that he send the product itself, as well as any publicity that had been written about it, directly to us before the RFP was finished. He said he would send them immediately by air mail. On January 15, we received a copy of the Sourcebook, without supporting materials. On January 16, we telephoned to Dr. Hutchins' office, asking for the additional materials he had promised. At

that time, Dr. Hutchins told us that the RFP should be ready by the end of the day on January 17. He promised to send the supporting materials immediately. On January 19, we called Dr. Hutchins' secretary to ask what happened to the materials and the RFP. She told us that the RFP was not yet ready, and that she had not been asked to send us anything else. She agreed to send the supporting materials immediately. We received them in January 23. We received the RFP on January 26. Since the rough draft could not be completed until we had the RFP, we used January 26 as the date received in the above list. The announcement was completed in 18 working days from that date.

Announcement Number 73-17

Teams-Games Handbook

Developed at the Center for Social Organization of Schools,
Johns Hopkins University, with funds provided by USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
73-17 Office of Education Copyright Program MARCH 1973
National Institute of Education

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TEAMS-GAMES HANDBOOK

Center for Social Organization of Schools, Johns Hopkins University

Many educators have long recognized the value of teaching through the use of instructional games. A wide variety of games has been used in classrooms, from the traditional spelling bee to the most modern math and logic games. Recent research has indicated that the beneficial effects of games as instructional techniques may be greatly increased by the additional device of playing the games in teams. The *Teams-Games Handbook*, a manual currently under development at the Center for Social Organization of Schools, Johns Hopkins University, is designed to instruct teachers in the use of teams-games—student teams and instructional games—in the classroom.

Competition and Teams

Most classrooms encourage a certain amount of competition in their students. Some teachers utilize competition to help motivate students to learn. For students whose teachers grade "on the curve," competition is a fact of life. When instructional games are used in the classroom, some degree of competition between each student and all the other students is usually involved. The designers of the teams-games approach have introduced an element of cooperation into their instructional technique, with interesting results. When an instructional game is played in teams, members of the teams are highly motivated to help each other learn the techniques or skills they need to raise the team's score. This has a beneficial effect not only on the academic performance of students, but on the social interaction as well. Pilot tests have indicated that the teams-games technique results in increased peer tutoring among students, increased academic achievement, increased mutual concern, increased satisfaction with and interest in class, and increased interaction across both racial and sex lines in the classroom.

Teams-Games

Teams-games is a teaching technique that restructures the way tasks are performed in a classroom and the way students receive rewards. Students are assigned to teams that are heterogeneous in ability, race, and sex. Team members compete individually in an instructional game against members of other teams with abilities similar to their own. Students are graded on the basis of how well their teams do, but also receive individual rewards in the form of publicity and peer approval. In pilot tests of the technique, there were indications that the publicity and the peer approval were more powerful in motivating students to do well than the grades.

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The Handbook

The *Teams-Games Handbook* will contain approximately 150-175 pages, divided into eight chapters. Chapter headings and brief statements of their contents are listed below.

I. *Introduction*

Background on the use of games in the classroom; the use of student teams in the classroom; rationale for combining the two teaching methods.

II. *Results of Using Teams-Games*

Summary of research on teams-games.

III. *How to Set Up the Teams*

Specific guidelines and instructions for creating appropriate student teams in a classroom.

IV. *How to Select a Game or Produce Your Own Game*

Specific guidelines on how to select or produce an appropriate instructional game. Provides a General Instructional Game Structure and a set of directions for adding, deleting, and changing the content to relate it directly to the unit the class is studying.

V. *How to Implement Teams-Games*

Step-by-step instructions on how the teacher can combine teams and games to enhance classroom instruction.

VI. *How the Teacher Functions During Teams-Games*

Specific procedures for the teacher to follow during the teams-games process.

VII. *How to Evaluate the Results*

Evaluation instruments and procedures to assist teachers in evaluating the outcome of their use of teams-games.

VIII. *Further Implications and Suggestions*

Comments by the authors on the possible impact of the teams-games technique on the educational system.

Applications of Teams-Games

The teams-games technique is applicable in secondary school classrooms (grades seven through twelve) in mathematics, science, English, social studies, and history. The potential market for the handbook includes all secondary-school teachers of these subjects. Many of these teachers are already using instructional games in their classrooms, and many are already using student teams. The combination of teams and games should be of special interest to these teachers.

Current Status

Data-collection and conceptualization for the *Teams-Games Handbook* is nearly complete. The Center for Social Organization of Schools is seeking a publisher who is interested not only in publishing the final product, but also in participating in the development of the book itself, by contributing ideas on the best methods of presenting the material. A Request for Proposals (RFP) is available now. For further information or to receive a copy of the RFP, please contact:

Mr. John Hollifield
Center for Social Organization
of Schools (CSOS)
3505 North Charles Street
Baltimore, Maryland 21218
(301) 366-3300, ext. 1227

April 5, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-17

Teams-Games Handbook

The seventeenth Publishers Alert Service announcement prepared by SDC described the Teams-Games Handbook, a manual developed by the Center for Social Organization of Schools at Johns Hopkins University. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	2/7
Rough draft completed	2/22
First draft to developer	2/23
Second draft to USOE	2/28
Approved by USOE	3/6
Copy to typesetter	3/6
Typeset copy received, proofed, and corrected	3/9
Paste-up	3/12
Photoprints	3/13
Finished announcement to USOE	3/13

We received the assignment for the Teams-Games Handbook announcement on February 7, but we were asked by Dr. Bachrach to hold up production until the RFP was approved by the Copyrights Office. We received permission to go ahead with the announcement on February 16. The announcement was completed in 17 working days from that date.

Announcement Number 73-18

Classroom and Instructional Management (CLAIM)

Developed by the Instructional Systems Program at CEMREL, Inc., and supported by USOE funding.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
MARCH 1973 Office of Education Copyright Program 73-18

National Institute of Education

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CLASSROOM AND INSTRUCTIONAL MANAGEMENT (CLAIM)

Instructional Systems Program, CEMREL, Inc.

The CLAIM program is a set of teacher-training materials that focuses on the use of behavior analysis and reinforcement techniques in the classroom. These materials provide the basis for a series of workshops led by a coordinator, who can be a school psychologist, a counselor, or an experienced teacher. CLAIM is based on the assumption that if the teacher can learn to design and manage appropriate reinforcement procedures, effective social and academic behaviors can be built and most problem behaviors in the classroom can be eliminated.

Format

The CLAIM program consists of eleven written units with teacher exercises, five audiovisual units, and a coordinator's manual. The eleven units are normally scheduled over a period of eleven weeks. Each week the teacher spends one or two hours reading a unit and doing the exercises. Teachers then meet in groups for 45- to 60-minute seminars with the coordinator. An audiovisual unit is presented at the seminar about every other week. At the seminars or in other conversations with the coordinator, teachers identify specific behavioral goals for the children in their own classrooms.

Although the focus of the program is on changing teacher and student behavior, the specific student behaviors to be changed are not specified either in the program or by the teaching staff. The coordinator and the individual teachers work together to identify important behavioral goals for the particular children in each classroom. Some teachers will probably choose to work on classroom behavioral problems, while others may concentrate on improving independent study behaviors and academic skills.

The Written Units

The titles of the eleven units are listed below.

1. *Introduction to Behavior Analysis*
2. *How to Talk About Behavior Analysis*
3. *How to Select Positive Reinforcers*
4. *How to Measure Behavior*

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5. *How to Use Social Reinforcement*
6. *How to Design a Token Economy*
7. *How to Start, Maintain, and Trouble-Shoot a Token Economy*
8. *How to Use Contingency Contracts*
9. *How to Use and Misuse Aversive Consequences*
10. *How to Manage a Behavior Analysis Classroom*
11. *How to Guide and Plan for a Behavior Analysis Classroom*

The Audiovisual Units

The five audiovisual units are designed to complement the written units. Averaging about 15 minutes each, they demonstrate recommended interaction strategies that are difficult to capture in written form. They also help to remove some fears about behavior analysis by showing its uses in typical classroom situations.

Evaluation

A pilot test of the CLAIM program is now in progress, with four coordinators and 50-60 teachers at four different sites. To establish baseline data, trained observers have made systematic observations of students and teachers in the classrooms involved in the test. During and after the pilot training workshops, further observations will be made to determine the extent and nature of behavior changes. The observations and subsequent evaluation are based on a set of specific, preselected objectives for the eleven workshop sessions.

Information for Publishers

CEMREL, Inc., is seeking a publisher to publish and market the CLAIM materials. The publisher selected will be asked to review the prototype materials, consult with the developers in the analysis of evaluation results, and make recommendations regarding the form and content of the materials for consideration and use by developers during the final revision.

Schedule for Proposals

A Request for Proposals (RFP) is available now. Information meetings may be scheduled upon request during April, 1973. Proposals will be due by May 15, 1973. To receive a copy of the RFP, or for further information, please contact:

Mr. William Cawlfield
CEMREL, Inc.
10646 St. Charles Rock Rd.
St. Ann, Missouri 63074
(314) 429-3535

April 5, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-18

Classroom and Instructional Management (CLAIM)

The eighteenth Publishers Alert Service announcement prepared by SDC described Classroom and Instructional Management (CLAIM), a set of teacher-training materials developed at CEMREL, Inc. The following list shows each of the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	2/19
Rough draft completed	2/28
First draft to developer	3/1
Second draft to USOE	3/9
Approved by USOE	3/15
Copy to typesetter	3/16
Typeset copy received, proofed, and corrected	3/21
Paste-up	3/27
Photoprints	3/28
Finished announcement to USOE	3/28

On February 28, when the rough draft was completed for the CLAIM announcement, we called CEMREL for the telephone review and found that the developer was out of town and would not be back for several days. We then called Mr. Cawlfield, CEMREL's Director of Publications, and asked if he could do the review. He suggested that we just sent the draft to him, and he would take care of the review. The RFP for the materials had not yet been approved by the Copyrights Office; Mr. Cawlfield said that there was no special rush, and he would call us when their review was complete. He called to give us the corrections on March 8.

Among Mr. Cawlfield's corrections was the deletion of all explanatory comments from the listing of written units in the CLAIM materials. We thought that the deletion of these comments made the announcement considerably less interesting and informative; also, with this information deleted the announcement was too short. To resolve this difference of opinion, we prepared two versions of the announcement, a "long version" containing the comments in question and a "short version" with the comments deleted. These two versions were sent to Dr. Bachrach so that he could use them in negotiating an agreement with CEMREL. Dr. Bachrach discussed the problem with CEMREL by telephone, and the short version was selected.

The CLAIM announcement was completed in 28 working days from receipt of the assignment to mail-out of the finished announcement.

Announcement Number 73-19

Teaching for Mastery

Developed at the National Center for the Development of Training Materials in Teacher Education, Indiana University, under a grant from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
73-19 Office of Education Copyright Program APRIL 1973
National Institute of Education

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TEACHING FOR MASTERY

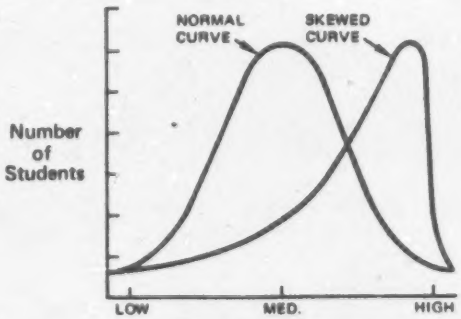
Indiana University

Nine out of ten students CAN master objectives!

Most students can earn A's in their schoolwork — if their teachers are doing a good job. That assumption is the basis of *Teaching for Mastery*, a self-instructional manual for teachers developed at Indiana University's National Center for the Development of Training Materials in Teacher Education, under a grant from the U.S. Office of Education. The developers of the manual believe that if the teacher expects all or most students to master the course material, and manages the course accordingly, as many as 90% of the students can indeed achieve mastery. *Teaching for Mastery* provides teachers with necessary techniques to achieve these results.

Basic Assumptions

Teaching for Mastery is based on a line of thought developed by Benjamin Bloom. According to Bloom, most teachers enter their classrooms expecting that student achievement will be distributed along a normal curve—that is, that some students will do very well in the class, some will do very poorly, and most will do average work. Bloom's idea is that if a teacher expects a normal-curve distribution of achievement, that is what he will get; the prophecy, in other words, is self-fulfilling. However, if the teacher enters the class expecting every child to master the objectives of the course, and is prepared to use frequent diagnostic measures and alternate strategies for achieving difficult objectives, the distribution of achievement scores will form a curve that is greatly skewed toward the high end of the achievement scale.



Achievement of Students

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After all, says Bloom, the normal curve is designed to represent chance or random phenomena; since teaching is presumed to be a purposeful activity, we can expect good teaching to have a positive effect on the shape of the curve representing student achievement.

Overview

Teaching for Mastery is a soft-bound 8½x11 manual designed for self instruction. It presents the principles of mastery teaching in six sections, each taking 30-50 minutes to complete. Objectives, practice exercises, feedback, and self-evaluation measures are included. The titles of the sections, together with a brief description of each, are given below.

1. A Plan for Mastery Teaching

Section 1 presents the following five-step plan for mastery teaching:

(1) Develop objectives for a unit; (2) Develop evaluation procedures; (3) Teach; (4) Identify learning difficulties; and (5) Re-teach and re-test as needed.

Descriptions and rationales are given for each step.

2. Identifying and Sequencing Objectives

Section 2 provides examples of appropriate objectives and gives theory and practice in generating and sequencing such objectives. Information is also given on sources of prepared, published objectives.

3. Developing Evaluation Measures

Each learning objective must be accompanied by measures of its achievement. This section provides theory and practice in generating and selecting test items that can serve as appropriate measures of mastery.

4. Identifying Learning Difficulties

A critical step in teaching for mastery is to identify which objectives are difficult for a student and to provide extra help when it is needed. Frequent diagnostic tests are necessary to identify the difficulties encountered by students. Suggestions are given on how to use evaluation items and how to score tests and record results.

5. Prescribing Instruction

Once a learning difficulty is identified, the teacher must provide alternate strategies to help the student overcome the difficulty. This section discusses and gives practice in prescribing activities for students with learning difficulties.

6. Measuring the Effects of Mastery Teaching

Section 6 provides practice in evaluating how well a teacher uses the principles of mastery teaching, and presents methods for comparing the results of mastery teaching with those of other techniques.

Application

Teaching for Mastery is designed primarily for training teachers of math and science. The principles presented in the manual can be applied at any grade level. Teachers interested in learning these principles can complete their study of the manual in a total of about five hours. A companion volume is being prepared for teachers of social studies, but is not being included in the initial solicitation.

Evaluation

The developers of *Teaching for Mastery* have completed a pilot evaluation study on the use of the manual in 21 classrooms. The results of the pilot test indicate that more than 80% of the 21 teachers were able to improve the performances of their students after studying the mastery teaching materials. In many cases, teachers were able to raise the percentage of students mastering the objectives as much as from 40% to 80%. The manual was revised on the basis of the pilot test. A highly comprehensive and systematic evaluation of the revised manual is currently in progress, and will be completed in June 1973. By that time, the manual will have been tested by 40 practicing teachers, with results being assessed in terms of both teacher and student performance.

Information for Publishers

The developers of *Teaching for Mastery* are seeking a publisher to publish and distribute the manual. A Request for Proposals (RFP) is available now. For further information, or to receive a copy of the RFP, please contact:

National Center for the Development of
Training Materials in Teacher Education
School of Education
Indiana University
Bloomington, Indiana 47401
(812) 337-8658

May 29, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-19

Teaching for Mastery

The nineteenth Publishers Alert Service announcement prepared by SDC described Teaching for Mastery, a self-instructional manual for teachers developed at Indiana University's National Center for the Development of Training Materials in Teacher Education. The following list shows the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	3/14
Additional materials received	3/19
Rough draft	3/27
First draft to developer	3/28
Second draft to NIE	4/9
Approved by NIE	4/11
Copy to typesetter	4/12
Typeset copy received, proofed and corrected	4/17
Paste-up	4/18
Photoprints	4/19
Finished announcement to NIE	4/19

The announcement was completed in a total of 26 working days. No major problems were encountered in the production process.

Announcement Number 73-20

Staff Development Package

Developed by Research for Better Schools, Inc., with support from NIE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

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73-20
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STAFF DEVELOPMENT PACKAGE

Research for Better Schools, Inc.

Teachers and administrators must keep on learning and growing throughout their professional lives if they are to meet the changing demands of their profession. The Administering for Change Program at Research for Better Schools, Inc. is involved in developing training materials for in-service educational staff development. Research for Better Schools (RBS) is supported in part by the National Institute of Education. Three of their training units that are ready for use by local school districts are described in the following paragraphs.

Curriculum Planning Starter Kit

The Curriculum Planning Starter Kit is an individualized, self-contained instructional package designed to assist teachers, administrators, and curriculum specialists in developing curriculum guides or revising curriculum programs. The Kit may be applied to curriculum planning for any subject area, including math, reading, art, and the humanities, for all grade levels. All units in the Kit can be completed in 18-24 hours, spread typically over 3-5 days, depending on the objectives of the group and options selected. The Kit is generally intended for use by a group of educators in a summer workshop setting, but it may also be used in a less concentrated manner during the regular school year.

The Curriculum Planning Starter Kit presently consists of a loose-leaf notebook containing approximately 120 pages. It is divided into five units, as follows: Planning Objectives, Priorities and Numerical Preferences for Planning Objectives, Program Structure, Development of Performance Indicators, and Use of Performance Indicators. The Kit provides for both individual and group activity.

Users of the Kit will develop (1) a list of planning objectives; (2) a program structure, into which various learning activities may be incorporated; (3) a common vocabulary to use in communicating their ideas about curriculum, and a framework for organizing these ideas; and (4) an appreciation of the need for, and the uses of, performance indicators in the classroom.

Project Management: Executive Orientation

The Executive Orientation training unit is an individualized, self-contained instructional package designed to orient superintendents, administrators, school board members, and selected community leaders to the basic concepts of project management. This orientation is necessary because of the growing need for modern management techniques in the operation of educational projects. Since public funds are involved in these projects, and since the use of public funds implies stringent accountability, the role of an educational project manager should be thoroughly understood and groups of educators should be trained in management skills.

The unit is divided into four lessons:

1. *Building Conviction*—Discusses the potential benefits accruing to local education agencies from

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the use of project management concepts and techniques.

2. *Organizational Structuring*—Acquaints administrators with alternative organizational arrangements appropriate for project management in a school setting.

3. *Developing an Awareness of Project Operations*—Acquaints administrators with the life cycle of a project and with the kinds of support and guidance needed by the director of a project.

4. *Securing More Information*—Provides sources of additional information and assistance on project management and its implementation in a local educational setting.

The Executive Orientation training unit currently consists of a loose-leaf notebook containing 111 pages of printed material for the learner and 276 color slides with accompanying tape recordings. The module is normally completed in one working day, taking from 2-8 hours, depending on the options selected. The unit is designed for individual self-study, but it includes directions for adapting the materials for use by a group. Evaluation instruments are included.

Project Management: Basic Principles

The Basic Principles training unit is an individualized, self-contained instructional package designed to provide project managers with the basic knowledge, skills, abilities, and sensitivities needed to manage a project in a local educational setting. The unit provides instruction in the project management phases of planning, preparation, operation, and termination. The instructional objectives of the module are as follows:

In *planning*, a project manager should be able to:
- define a project and create a work breakdown structure;
- develop a work flow;
- estimate time for work activities and develop a schedule;
- estimate resources needed;
- estimate cost and develop a budget and expenditure plan.

In *preparation*, a project manager should be able to:
- start up a project;
- organize a project;
- create a management information system.

In *operation*, a project manager should be able to:
- operate a project;
- develop a reporting system;
- identify problems and their causes;
- develop alternative solutions;
- implement the decisions made.

In *termination*, a project manager should be able to:
- phase out a project.

The physical elements of the Basic Principles unit consist of a loose-leaf notebook containing 724 pages of printed material and 568 color slides with accompanying tape recordings. The unit is divided into 12 lessons, each with a lesson booklet, a set of slides, and an audio tape. Included in the notebook is a manual to guide self-study. A case simulation, which enables students to role-play and practice the knowledge and skills presented in the lessons, is also included. The unit provides a mixture of individual and group activity, and is designed to be completed in 24-40 hours, depending on the options selected.

Information for Publishers

The Administering for Change Program at Research for Better Schools is seeking a publisher to publish and distribute its Staff Development Package. Each of the three products described has been tested, and revisions indicated by test results have been incorporated. The selected publisher will be asked to participate in the further testing, evaluation, and revision of the materials. A Request for Proposals (RFP) is available now. For further information, or to receive a copy of the RFP, please contact:

Mr. Clyde C. Yetter
Director of Public Information
Research for Better Schools, Inc.
Suite 1700, 1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100, ext. 242

May 29, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-20

Staff Development Package

The twentieth Publishers Alert Service announcement prepared by SDC described the Staff Development Package, a series of training units for school teachers and administrators developed by the Administering for Change Program at Research for Better Schools. The following list shows the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	3/21
Additional materials received	3/28
Rough draft	4/2
First draft to developer	4/3
Second draft to NIE	4/9
Approved by NIE	4/11
Copy to typesetter	4/12
Typeset copy received, proofed, and corrected	4/19
Paste-up	4/23
Photoprints	4/24
Finished announcement to NIE	4/24

The announcement was completed in 24 working days. Production was held up at the typesetter's, due to an overload from other jobs, but the announcement was completed in a reasonable time in spite of this delay.

Announcement Number 73-21

Systematic Progress in Reading and Literature (SPIRAL)

Developed at Research for Better Schools, Inc., with support from NIE.

National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program

73-21

MAY 1973

National Institute of Education

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SYSTEMATIC PROGRESS IN READING AND LITERATURE (SPIRAL)

Research for Better Schools, Inc.

SPIRAL is a system of individualized reading instruction for the intermediate grades (4, 5, and 6), designed to follow any primary reading program. Developed by Research for Better Schools, Inc., with support from the National Institute of Education, it has three principal objectives: (1) to teach, maintain, reinforce, and improve the basic reading skills; (2) to help students enjoy a wide variety of reading materials; and (3) to help students use their reading skills to pursue new knowledge.

Major Elements

SPIRAL consists of four major elements: basic reading skills, teacher-directed reading, independent reading, and library and reference skills.

1. *Basic Reading Skills*

This element consists of 128 skills lessons. Each lesson is presented in a separate self-instructional booklet averaging 16-20 pages each. The skills lessons are organized into seven levels, and diagnostic instruments are provided for placing the student in the appropriate level. The Basic Reading Skills lessons emphasize structural analysis, vocabulary development, literal comprehension, and critical reading. The comprehensive teacher training materials included in the program provide complete instructions on using these SPIRAL materials.

The following chart provides an overview of the skills included in this element. The five major units are listed on the left side of the chart. The number of skills for each unit and level is indicated by the numeral in each cell.

Approximate Grade Levels ( )

(4) (5) (6)

UNITS	LEVELS							
	I	II	III	IV	V	VI	VII	TOTALS
Structural Analysis	6	4	4	-	-	-	-	14
Vocabulary Development	2	4	3	4	5	3	3	24
Literal Comprehension	6	6	5	5	4	4	4	34
Inferential Comprehension	6	6	5	4	4	4	4	33
Critical Reading	4	4	3	3	3	3	3	23
TOTALS	24	24	20	16	16	14	14	128

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2. *Teacher-Directed Reading*

SPIRAL's second element provides group reading experiences in a variety of trade books, newspapers, and magazines. There are approximately 20 books per level, classified by level and by content category. Teacher-Directed Reading is designed to improve children's reading and comprehension skills and to give them experience in group discussion, writing, note-taking, outlining, analyzing, and evaluating. Teachers are provided with lesson plans for each selection in this element. Lesson plans include objectives, guidelines for discussion, necessary materials, and suggested assignment and evaluation questions. The plans are open-ended to permit teacher judgment and flexibility.

3. *Independent Reading*

The Independent Reading element focuses on individual reading experiences. Children may choose their own books from a carefully planned selection provided by the program. Books are color-coded by level; longer books are divided into selections, and instructions are included with each book as to how those selections may be read. Each student keeps records of what he has read in a Reading Diary. Each book in the program also contains an Activity Card, listing related special activities that can be completed independently or in a small group.

4. *Library and Reference Skills*

This element of SPIRAL is designed to teach children to use the library and standard reference volumes such as encyclopedias, almanacs, and unabridged dictionaries. There are 33 objectives in this element. Diagnostic tests for placement and pretests for each objective are included. The required skills are taught by means of self-instructional booklets and cassettes, amplified by open-ended assignments. These assignments are designed to give each child an opportunity to combine his personal interests with the skills he has acquired from the instructional booklets.

Evaluation

The SPIRAL materials have been developed through three years of extensive field testing and evaluation. The prepublication version is now undergoing further trial and revision in a pilot test involving approximately 10 teachers and 300 children. At the conclusion of that test, the prepublication version will be given a final large-scale test prior to commercial publication.

Information for Publishers

Research for Better Schools is seeking a publisher to participate in the development of the SPIRAL materials, as well as to publish and distribute the program. The selected publisher will be asked to provide creative assistance in the design and packaging of the program and to contribute to its further development and testing.

A Request For Proposals (RFP) is available now. To receive a copy of the RFP, or for further information, please contact:

Mr. C. C. Yetter
Research for Better Schools, Inc.
Suite 1700, 1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100, ext. 242

May 29, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-21

Systematic Progress in Reading and Literature (SPIRAL)

The twenty-first Publishers Alert Service announcement prepared by SDC described Systematic Progress in Reading and Literature (SPIRAL), a system of individualized reading instruction developed by Research for Better Schools. The following list shows the important production steps and gives the completion date for each step.

STEP	DATE COMPLETED
Date received	4/10
Rough draft	4/27
First draft to developer	4/27
Second draft to NIE	5/3
Approved by NIE	5/10
Copy to typesetter	5/15
Typeset copy received, proofed, and corrected	5/18
Paste-up	5/21
Photoprints	5/22
Finished announcement to NIE	5/22

Production of #73-21 went smoothly, with no special problems. Mr. Yetter is now familiar enough with our procedures that he sent us the additional materials we needed without being asked. Total production time was 31 working days.

Announcement Number 73-22

Flexibility and **Perseveration**

Two films developed at Teaching Research of Oregon with support from USOE.

PAS National Center for Educational Communication

PUBLISHERS ALERT SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Education Copyright Program
73-22
JUNE 1973
National Institute of Education

Publishers Alert Service (PAS) is an activity sponsored by the U. S. Office of Education, National Center for Educational Communication, to facilitate contact between publishers and educational research and development practitioners and grantees of USOE. An educational product will be announced through PAS on the initiative of the developer when it is considered desirable to inform the publishing industry that commercially viable educational items or systems are under development. In many cases the transition from the research and development environment to the normal classroom environment will best be accomplished by commercial publishers whose capabilities for widespread marketing, reproduction, and distribution are indispensable for fulfilling this objective. As an incentive to enter into effective agreements toward this end, USOE has established procedures for copyright protection of the publisher who successfully meets the developer's specifications as expressed in his request for proposals.

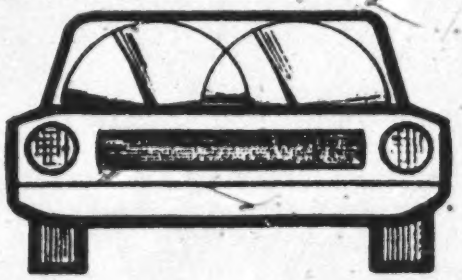
"FLEXIBILITY" and "PERSEVERATION"

Two Films by Teaching Research of Oregon

Teaching Research of Oregon, with support from the U.S. Office of Education, is producing a series of films on predispositions, designed for use in teacher education courses and in inservice teacher training. Two of these films, entitled "Flexibility" and "Perseveration," are available for distribution.

Flexibility

This 13-minute film teaches the concept of flexibility by presenting three situations in which it is demonstrated. In the first scene, a man is having difficulty with his windshield wipers. It is late at night, the rain is pouring down, and he must get the wipers to work in order to get home. He has pulled into a filling station, but the station is closed. He tries looking under the hood of the car, but is unable to fix the wiper mechanism. He tries to find someone in the filling station office to help him, but nobody is there. Finally he finds a piece of string in a trash can and uses it to rig the windshield wipers, so that by pulling the wipers back and forth with the string as he drives along, he is able to get home.



In the second scene, some boys are playing basketball. The ball gets stuck between the basket and the backboard, and the boys try several strategies for getting it free. First they try throwing a rock, but that doesn't work. Then they try climbing on one another's shoulders to reach the ball, but that attempt also fails. Finally one of the boys shinnies up the post and kicks the ball loose, thus solving the problem.

The first two scenes of the film deal with semantic spontaneous flexibility, or the development of various strategies for solving a problem. The third scene, in the classroom, demonstrates figural spontaneous flexibility, or the ability to perceive various figure-ground relationships in a single example. In this scene, the teacher shows the children a triangular geometric figure in which the large triangle is composed of a number of smaller triangles. The teacher asks the children to find as

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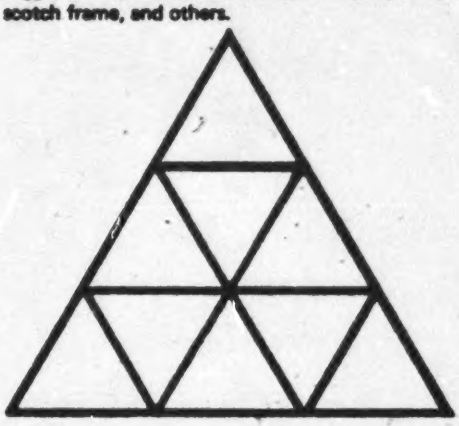
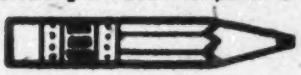
many triangles as they can. By redefining portions of the large triangles, the children are able to come up with 13 triangles. Then the teacher asks the children what else the figure might represent besides a triangle, and various children offer such suggestions as a sidewalk, a leaded window, a hopscotch frame, and others.



Perseveration

The concept of perseveration is defined as repetitive behavior that occurs when a person tries unsuccessfully to accomplish a task or solve a problem. The three scenes in the film show individuals with predispositions, or sets, that they cannot break, even though the sets are keeping them from solving their problems.

This film presents examples of perseveration in three different situations. In the first scene, a little girl is trying to sharpen her pencil. She keeps grinding away with the pencil sharpener and the tip of the pencil keeps breaking off. Soon her pencil is only a stub.



In the second scene, a teacher is giving a problem to a group of primary-grade children. They are to circle those animals on the worksheet that are facing to the left. One child, finding that his first response is correct, keeps circling every animal in the same column no matter which way the animal is facing.

In the third scene, some children in a classroom are asked to make the letter "P" by connecting a group of dots. The solution to the problem involves "leaving the field" circumscribed by the dots. One child cannot go outside the area of the dots, and keeps connecting the dots into a square over and over.

Accompanying Materials

Each of the two films described above is accompanied by a cassette on the same subject, designed for use by individual students in a private listening situation. Also included with each film is an instructor's guide and an achievement test covering the material presented in the film and in the cassette. The tests may be used as pre- or post-tests and require 15 minutes or less to complete.

Information for Publishers

The two films described in this announcement are fully developed and ready for distribution. Requests for Proposals (RFPs) to distribute *Flexibility* and *Perseveration* are available now. To obtain copies of the RFPs or for further information, please contact:

R.E. Myers
Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon 97361
(503) 838-1220, ext. 481

June 11, 1973

PRODUCTION REPORT--PAS ANNOUNCEMENT 73-22

Flexibility and Perseveration

The twenty-second Publishers Alert Service announcement prepared by SDC described two films produced at Teaching Research of Oregon. Entitled Flexibility and Perseveration, the films were designed to teach these concepts to teachers. The following list shows the important production steps and gives the completion date for each one.

STEP	DATE COMPLETED
Date received	4/5
Additional materials received	4/23
Rough draft	4/30
First draft to developer	5/1
Second draft to NIE	5/14
Approved by NIE	5/25
Copy to typesetter	5/29
Typeset copy received, proofed, and corrected	6/1
Paste-up	6/6
Photoprints	6/7
Finished announcement to NIE	6/7

This announcement took a great deal more time to produce than we normally expect announcements to take. Time was lost at several points in the cycle. First, it took eight working days to get the additional information we needed to prepare the rough draft. The formal developer review took eight working days instead of the usual three or four. The NIE review took ten working days, instead of the usual three-to-five day turnaround time. Time was lost in typesetting because of a holiday, and in paste-up we lost

another day because of an overload in the visual arts department at SDC. In fact, it was necessary to pay the artist overtime to avoid losing more than one day.

In addition to the problems mentioned above, we were also behind schedule because of the large backlog of assignments we have received from NIE. This has caused an increase in the length of time it takes us to begin an announcement. We expect that at least the next nine announcements will be behind schedule for the same reason.

III. TELEPHONE SURVEY OF PUBLISHERS

In accordance with the statement of work of USOE Contract No. OEC-72-4368, we collected feedback from publishers on their reactions to the Publishers Alert Service announcements. Our methods of collecting this feedback are outlined below.

The first step in collecting publisher feedback was to call the three publishers' associations that distribute the announcements for PAS: American Association of Publishers, Educational Materials Producers Council, and Information Industry Association. These associations were asked to send us the mailing lists that they use for PAS announcements. Then we called the developers of the first nine products described in PAS announcements and asked them for a list of all the publishers who had responded. When all of these lists had been obtained, we correlated the lists of respondents with the general mailing lists and obtained unified lists of respondents and non-respondents. Random samples of respondents and non-respondents were selected from these lists.

A. INTERVIEWS WITH RESPONDENTS

Nine respondents were selected for telephone interviews. The interviews were based on five questions, but were left open-ended to allow for the collection of a variety of information. The five basic questions we asked are listed below:

- Have you responded to any announcements other than ___, ___, ___?
- Did you know about this product before you received the PAS announcement?
- What factors influenced your decision to respond to a PAS announcement?

- Does the PAS serve as a useful screening tool?
- What would make the PAS more useful to you?

1. Summaries of Responses

One of the nine publishers selected in the respondents sample could not be reached. Summaries of eight sets of responses to each question are given below. The individual interviews are described in the following section.

Have you responded to any announcements other than (number)?

Three respondents said "yes," three said "no," and two said,"I don't know." In conversations with the publishers who responded "don't know," it was noted that in some large companies, no one person is in a position to know whether people in the different departments have responded to various announcements.

Did you know about this product before you received the PAS announcement?

The eight responses to this question are briefly listed below:

- "Yes."
- "Yes, but this is unusual--we usually don't know about them ahead of time."
- "No."
- "No, but I'm not a good test of that."
- "In two out of three cases, we did not know about the product in advance of the announcement."
- "I don't know, we might have."

- "I don't know, I get too many of these things to remember."
- "In one case we did, in the other two cases we didn't."

What factors influenced your decision to respond to a PAS announcement?

All factors cited by the eight publishers are listed below.

- Originality--Publishers are looking for something different, a new approach to some subject area, something new.
- Compatibility with company interests--In considering new products, each company has certain subject areas or grade levels of particular interest.
- Compatibility with company resources--Products are examined with an eye to production resources and production costs.
- Viability--A prime question is whether the product will sell.
- Method of marketing--Publishers are interested in whether the product can be marketed by the methods they are interested in using.
- Reputation of developer--Publishers look at certain educational research and development groups as likely to produce good products.

Does the PAS serve as a useful screening tool?

Answers to this question included seven definite yeses; the eighth was Gamco Industries, whose president didn't remember what PAS was (see individual interview below).

What would make the PAS more useful to you?

Three respondents replied that the announcements are fine as they are. One (Gamco) didn't remember what they were like. The other four respondents gave the following suggestions:

- Use more graphics and visuals.
- Get me on the list.
- Give me more time to respond.
- Tell more about what the product is trying to accomplish.
- Tell more about the attitudes of the funding agencies.

2. Individual Interviews With Respondents

Summaries of the interviews with the nine respondents are given in the paragraphs below.

Acoustifone Corporation
8954 Comanche Avenue, Chatsworth, California 91311. (213) 882-1380

Joe Buzzeli, Vice President for Marketing

Acoustifone responded to #72-05, the Wisconsin Prereading Skills Program, and was the first publisher in our sample. We attempted on three different days to reach Joe Buzzeli, Vice President for Marketing, and finally on March 22 we were told by Mr. Buzzeli's secretary that he would be out of town until the middle of May. Various attempts were made to get Mr. Buzzeli to call us, but they were unsuccessful.

Center for Media Development
663 5th Avenue, New York, New York 10022. (212) 752-7510

Sidney Seltzer, President

We asked Mr. Seltzer whether he had responded to any other announcements besides #72-05, and he said he hadn't received any others. He had written to the publishers' association and asked to be put on the list, but was still not receiving announcements. He saw an announcement of the Wisconsin program

somewhere else, wrote for further information, and then received the PAS announcement describing the program. He said that he definitely should be on the list. "We're interested in any new preschool program, and we would send for the RFP on almost anything in the preschool field." When we asked whether the PAS announcements serve as a useful screening tool, he replied that they would if he received them.

Encyclopedia Britannica Educational Corporation
425 North Michigan Avenue, Chicago, Illinois 60611. (312) 321-6800

Sheldon Tilkin, Executive Editor

In our survey of responses to the first nine announcements, we found that Britannica had responded to five of them; however, the five responses were from four different people at Britannica. Their new product planning is handled by several divisions. Mr. Tilkin, whom we interviewed, had responded to #72-05. Since different divisions function somewhat autonomously, he was not sure whether Britannica had responded to other announcements after the first nine, but he thought they had been interested in programs from CEMREL and from SWRL. We asked if he had known about the Wisconsin program before receiving the announcement that described it. He said that in this case he had a personal acquaintance with the program's developers and had known about the program during its development; however, in most cases he does not know about the product prior to receiving a PAS announcement. Mr. Tilkin summarized the factors influencing his decision to respond to an announcement as follows:

1. It must be in the subject area for which he is responsible.
2. It must be developed by a group that has done good work in the past.
3. It must sound like something different, rather than a rehash of other products already on the market.

Mr. Tilkin said that he finds the PAS to be a useful screening tool. He feels that the announcements would be more useful if more time were allowed to respond. Often by the time an announcement arrives on his desk, only two weeks are left in which to make a decision whether he is interested, decide whether the company is interested, see the materials, and generate a proposal. He feels that where a large company is involved, it just takes more time than that to come up with a satisfactory response. He added that because of this time pressure, they sometimes find themselves bidding on a product without having seen it; then they frequently have to back out of the negotiations when their decision-making process catches up.

Gamco Industries, Inc.
P. O. Box 1911, Big Spring, Texas 79720. (915) 267-6327

Auriel La Fond, Executive Vice President

Mr. La Fond had responded to the announcement describing Project LIFE (#72-04), but when we spoke with him he could not remember what the Publishers Alert Service was, what Project LIFE was, or anything about the experience at all. We explained what PAS is and what Project LIFE is, but Mr. La Fond had no recollection of any part of the PAS process.

Holt, Rinehart & Winston, Inc.
383 Madison Avenue, New York, New York 10017. (212) 688-9100

Lincoln G. Clark, Director of Marketing and Sales

Mr. Clark was not one of the people at Holt, Rinehart & Winston who had responded to our announcements, but he is the person currently in charge of reading the announcements and routing them to the appropriate editors. The company is in the midst of a major reorganization, and the persons who had

responded were no longer available. Mr. Clark does not know whether the company has responded to other PAS announcements, since much of the new-product investigation is done by separate departments. We asked whether he knows about the products before he receives the announcements; his answer was no, but he added that he is not a good test—some of the subject experts may know about the products ahead of time. Mr. Clark summarized the factors that influence his decision whether to respond to an announcement as follows:

1. Is it something we don't know anything about?
2. Is it directly competitive with one of our products?
3. Does it represent a different approach?

When we asked whether the PAS announcements serve as a useful screening tool, Mr. Clark replied that he would be very unhappy if publication of the announcements were discontinued. He finds them a useful source of information about what is going on or what should be going on. When asked what would make the PAS more useful, Mr. Clark said he would like us to say more about what the product is trying to accomplish, i.e., whether the product is intended to produce attitudinal change or behavioral change. He also said he would like us to be a source of information about the attitudes of funding agencies toward educational development, with regard to what kinds of projects are being funded, etc. While this sort of newsletter approach is not really within the scope of the PAS, it is clear that he would like to receive this kind of information from some source.

McGraw-Hill, Inc.
1221 Avenue of the Americas, New York, New York 10020. (212) 997-1221

John F. Vance, Group Vice President for School Publishing

Out of the first nine announcements, McGraw-Hill responded to three. Mr. Vance reported that he had also responded to #73-14, Achievement Competence Training. His role is usually to read the announcements and route them to the appropriate department people, but occasionally, if there is a strong possibility that the company will be interested, he writes for information immediately before routing the announcement to someone else. He said that in two out of three cases, he has not heard of the product before he receives the PAS announcement. Mr. Vance decides whether he is interested in a product on the basis of the answers to two questions:

1. Is the product viable (that is, will it sell)?
2. Is it compatible with the resources of the company?

If both answers are "yes," then McGraw-Hill responds to the announcement. Mr. Vance reported that the announcements are a useful screening tool, and that they generally provide sufficient information to be helpful in making a decision.

Media Productions
125 Elm Street, New Canaan, Connecticut 06840. (203) 966-5691

Fred Bunting, General Manager

Mr. Bunting reported that his company had not responded to any announcements other than #72-04 and #72-05. They sometimes know about products in advance of the announcements through EMPC, which alerts its members to new products directly in addition to sending them PAS announcements. We asked what factors influenced Media Productions to respond to the announcements, and Mr. Bunting

said, "We were looking for programs in those areas." He went on to say that Media Productions does not distribute its own materials, but functions as a contract publisher. Mr. Bunting feels that PAS announcements are a useful screening tool, and that they provide sufficient information for an informed publisher to decide whether or not to respond. He had no improvements to suggest, saying the announcements are fine just as they are.

Reader's Digest Association, Inc.
Pleasantville, New York 10570. (914) 769-7000

Gerd C. Zweig, Director, Reader's Digest Services

Mr. Zweig gave the impression that he is constantly bombarded by announcements of new products. He did not remember whether he had responded to announcements other than #72-05, but said that his company would be likely to respond to programs in elementary reading or language arts if the programs fit the company's long-term plans. He did not remember whether he had known about the Wisconsin reading materials before he received our announcement. He did say that among the factors that would influence his decision to respond to an announcement were the marketing possibilities for the product involved. The company is particularly interested in products that can be marketed by methods other than field representation, such as direct mail. He feels that the PAS is a useful screening tool, and he had no improvements to suggest. He thinks the PAS announcements are a bit more objective than other announcements of new products he receives. In commenting on the relationship between developers and publishers, he implied that developers have little understanding of publishers' problems and not much "feel" for the marketability of their products. He feels that developers should be more aware of the marketing aspects of the business.

Third Eye Productions, Inc.
1801 South Bayshore Lane, Miami, Florida 33133. (305) 443-4294

Peter J. Quinones, President

According to our list, Third Eye Productions had responded to the Project LIFE and Feather announcements. Mr. Quinones said that they had also responded to the Microform Handbook announcement, #73-12. They are generally interested in microform at the present time. Mr. Quinones knew about Project LIFE in advance of the announcement, but did not know about Feather or the Handbook. He said that he reviews all of the announcements and passes them along to his staff. Third Eye is an eight-man company interested in microform, TV, videotape, film strips, slides, etc. Most of his staff are artists. He finds the PAS a useful screening tool. When we asked him how to improve it, he said that we should use simple words and more pictures. He went on to say that he has trouble getting his artists to read the announcements--and the simpler and more visual we can make them, the better. "Photographers and artists don't read well," he said.

B. INTERVIEWS WITH NON-RESPONDENTS

Our expectation was that it would be more difficult to reach non-respondents to PAS announcements than respondents. This proved to be the case. Many of the companies on the mailing list that had not responded were listed with company name and address only; no person's name was listed. In large companies, it was difficult to find out who received the announcements, if anyone. This may indicate that sending announcements out without a name on them is a waste of announcements.

Two out of the nine companies on the non-respondents' list could not be located by telephone. These companies were Educational Developmental Laboratories in New York and Hammond, Inc., in Maplewood, New York. When we called the telephone number listed for EDL, we got a disconnect recording; for Hammond, we were never able to locate a telephone listing for the company. These two companies were replaced in our sample from a list of alternates we had selected. However, if this small sample is representative of the quality of the total mailing list being used for PAS announcements, the list appears to be in urgent need of updating.

Five questions were asked of each non-respondent; as in the respondents' interviews, the conversations were kept informal so that we could collect any information that came up. The five questions were as follows:

- Have you responded to any PAS announcements?

  (Since we only had data on the respondents to the first nine announcements, we asked this question to find out whether the company had responded to any of the later ones.)
- Why have you not requested RFPs on any of the PAS announcements?
- Is someone in your company responsible for reading PAS announcements when they come in?
- Is there some way we could make the PAS more useful to your company?
- Even if you haven't responded to any PAS announcements, is it useful to you to receive them?

1. Summary of Responses to Non-Respondent Interviews

Have you responded to any PAS announcements?

Four interviewees said "no," and two others said they do not receive announcements and therefore do not respond. Another said, "We do not receive the announcements, and are not interested in products of this kind." Two said "yes," but the interviewer's impression was that these really belonged in the non-respondent category (see individual interviews below).

Why have you not requested RFPs on any of the products described in PAS announcements?

Four of the interviewees said that none of the products described had been suitable for their companies to publish. In four cases, the announcements were not being received--at least not by anyone in a position to do anything about them. The ninth company does not publish anything--it produces books that are published by other companies.

Is someone in your company responsible for reading PAS announcements when they come in?

Five interviewees answered "yes." Four interviewees said that they are not receiving the announcements.

Is there some way we could make the PAS more useful to your company?

Three interviewees answered "no" to this question, saying that the announcements seem to be well done and to provide sufficient information. One said he would like to see more information on cost, profitability to the publisher, and value of the product to the user group. The four publishers who had

not been receiving the announcements indicated the obvious, that the announcements would be more useful if they received them. One replied that the announcements are fine, but the products are not applicable to their operation.

Ever if you haven't responded to any PAS announcements, is it useful to you to receive them?

All of the five interviewees who were receiving announcements answered "yes." Of the four who were not receiving announcements, three thought it would be useful to receive them.

2. Individual Interviews

The individual interviews are described briefly in the following paragraphs.

Atheneum Publishers
122 East 42nd Street, New York, New York 10017. (212) 661-4500

Bessie, Sinno, Decker, Richman, Kraus, Gollob, Knopf

In an attempt to find out who receives PAS announcements at Atheneum, we spoke to all of the people listed above, with the exception of Pat Knopf, who was represented by his secretary. The explanation of what Publishers Alert Service is and what we wanted to talk about was made approximately 10 times, since in many cases, we had to explain PAS to a secretary before we could speak to the person we had requested. None of these people had ever heard of the PAS or seen an announcement. There was some feeling that Mr. Knopf was the one who should receive them, but his secretary said that she had never seen one. She also added, "We are not interested in products of that kind. We get lots of mailings, you know."

William C. Brown Company, Publishers
2460 Kerper Boulevard, Dubuque, Iowa 52001. (319) 588-1451

Dick Crews, Senior Editor; Edward Bowers, Education Editor; Larry Cramer, National Marketing Manager

PAS announcements are sent to William C. Brown Company, which is a member of AAP, but no individual's name appears on the mailing list. Three people were interviewed at the company. None of them had seen any PAS announcements, and there seemed to be some confusion about who should be seeing them. Mr. Cramer said that he is the one who should be receiving them. He wants to receive them, but does not. Mr. Bowers, the Education Editor, thought the announcements should go to Mr. Crews, the Senior Editor. As we had already talked to Mr. Crews and he had indicated he was not receiving the announcements, Mr. Bowers added, "They're probably ending up in somebody's round file," After three interviews with the top managers, we were still unable to determine where the announcements are being routed, and who in the organization, if anyone, is reading them.

Council on Foreign Relations, Inc.
58 East 68th Street, New York, New York 10021. (212) LE5-3300

Grace Darling

The Council has not responded to any PAS announcements. When asked why, Ms. Darling replied that their group does not publish books; it apparently sponsors the preparation of various materials in the area of Foreign Relations, which are then published by other publishing companies. Ms. Darling is the person responsible for reading the announcements. She said that there is no way to make the announcements more useful, because the products described just don't apply to their business. However, when asked if she thought it was useful to receive announcements, she said, "Yes, I like to keep informed."

M. Evans & Company, Incorporated
216 East 49th Street, New York, New York 10017. (212) 688-2810

George DeKay

Evans is a member of AAP. Although the company is on the mailing list, no one seems to be receiving the announcements. There is no individual name on the listing. Mr. DeKay told us that he is the one who should be receiving PAS announcements, and that he would very much like to receive them. He gets bundles of things in the mail from AAP almost daily, he says, but does not receive the announcements.

Frost & Sullivan
106 Fulton Street, New York, New York 10038. (212) 233-1080

Daniel Sullivan

Mr. Sullivan reported that his company has not responded to any PAS announcements because the products described have not fit with his company's publishing plan. He said that he is the one who reads the announcements and routes them to various editors and others in the company. When asked how we could make the announcements more useful, he suggested that he would like the announcements to contain some clue as to the profitability of the product, more information on the cost to the middleman (publisher), and more information on the value of the product to its users. He said that it is useful to him to receive the announcements, even through he has not been able to respond so far.

International Business Machines (IBM)
Armonk, New York 10504. (914) 765-1900

J. J. Magnino, Jr.

Mr. Magnino told us that his company has not responded to any of the PAS announcements because none of the products have been applicable to their program.

Mr. Magnino reads the PAS announcements as they come in, and routes them to the appropriate people in the company. He had no suggestions for improving the announcements; he said that they seem to provide the information he needs for a decision. He feels that it is useful to receive announcements because "you never know when one will come along that we can bid on."

International Development Center
2480 16th Street, N.W., Washington, D.C. 20009. (202) 387-1848

Robert Landau

Mr. Landau said that his company had not responded to any of the PAS announcements. The products have not fit with their line, and they don't bid on products that they don't know about ahead of time. They know about almost all of the products described in PAS announcements before they receive the announcements. Mr. Landau is the person in charge of reading the announcements and passing them along to others in the company. He had no suggestions for improving the announcements; he said that the information provided is basically very good. He finds the announcements useful because they reinforce the information he receives from other sources.

Knowledge Aid--A Division of MJE Corporation
6633 West Howard Street, Niles, Illinois 60648. (312) 647-0600

James Pickering, Marketing

Mr. Pickering reported that Knowledge Aid had responded to one announcement to see how the system worked, but that none of the products, including the one for which he requested the RFP, have been really applicable to their publishing program. Mr. Pickering is the person who receives the announcements. He then passes them [illegible] to various Research and Development people. He feels that

the announcements are well done and that they provide the necessary information. He had no suggestions for improvement. He said he finds it useful to receive the announcements, and added that some time a product will come along that Knowledge Aid will want to pursue further.

Rand McNally & Company
Box 7600, Chicago, Illinois 60680. (312) OR3-9100

Verne Hulett, National Marketing Manager, School Department

Mr. Hulett told us that he has looked over some of the products described in PAS announcements, but that he is not receiving the announcements themselves. Rand McNally is on the mailing list, but no individual name is included in the listing. Mr. Hulett said that he is the person who should be receiving them, as he is in charge of developing new products. He has seen some announcements elsewhere, and he feels that they are well done; in view of the fact that prospective products must be thoroughly investigated anyway, and fitted into the overall plans of the publisher involved, the PAS is providing as much information as is practical. Mr. Hulett said that it would be very useful to him to receive the announcements directly, and asked that his name be put on the list.

IV. PUBLISHER FEEDBACK FROM ASCD

In order to have an opportunity to collect feedback from publishers through personal interviews, the project director, Thos Collins, and the writer/editor, Kaan Mantius, of SDC's Publishers Alert Service Project attended the annual meeting of the Association for Supervision and Curriculum Development (ASCD). The meeting was held March 17-21 in Minneapolis. The PAS staff members, with Dr. Lallmang of NIE, spent most of their time at the meeting interviewing publishers who were exhibiting their products. Representatives of 18 publishers were interviewed. In Section A, below, we will discuss the most important finding of this series of interviews. An account of the individual interviews is presented in Section B.

A. A SIGNIFICANT FINDING

In the series of telephone interviews reported in Part III, above, we learned that many publishers whose names are on the mailing list are not actually receiving PAS announcements. At the ASCD meeting, we learned that many potential bidders for products announced through PAS are not even on the mailing list. Basically, there are two reasons why:

1. Many standard publishing houses do not belong to any of the trade associations that mail out PAS announcements. Some of these are too small; some, both small and large, do not want to spend the money to belong to an association; others, such as Silver Burdett, consider that membership in a trade association provides more problems than benefits. Many publishers who do not belong to the trade associations are potential bidders for educational products.

2. Many companies that produce educational materials are not standard publishers. For example, some companies, such as New Dimensions in Education, Inc., specialize in the production of audiovisual materials. Others, such as Ideal, Sigma Scientific, etc., specialize in the manufacture of manipulables. A number of the products described in PAS announcements during the first year could be produced by these types of companies. These companies do not belong to publishers' trade associations, and therefore do not receive PAS announcements.

On the basis of these considerations, we would suggest some revisions to the mailing procedures for PAS announcements:

1. Announcements should be mailed from a central location, using a single, centralized mailing list that can be periodically updated. This would provide an opportunity for standard publishers that are not members of the trade associations to be added to the list.
2. The mailing list should include non-publishing companies that are potential bidders for PAS products. The companies in category 2, above, usually belong to either the National Audio Visual Association (NAVA) or the National School Supply and Equipment Association (NSSEA).
3. An important source of potential bidders for PAS products might be the list of exhibitors at ASCD and at the American Association of School Administrators (AASA) meeting. If these lists were obtained and added to the PAS mailing list, the Publishers Alert Service might better fulfill its function of notifying all potential bidders about the availability of these products.

PAS staff members discussed with Dr. Lallmang the possibility of having a booth at ASCD's 1974 annual meeting, which will be held in Anaheim, California. In view of the proximity of the conference to SDC, it would be relatively easy and inexpensive to do so. PAS announcements could be displayed, together with copies of the educational products themselves. Other aspects of the Copyright Approval Program could also be displayed.

A factor that might militate against such a plan is that many of the exhibitors at the Minneapolis meeting were disappointed in the number of school people attending the 1973 conference. (Registration was about 3000, as opposed to more than 7000 in 1972.) One reason for the low attendance may have been that the annual meeting of the American Association for School Administrators (AASA) was being held on the same days in San Francisco, and many curriculum people would normally attend both conferences. At any rate, it may be that because of the low attendance this year, fewer publishers and manufacturers will exhibit at next year's meeting. In this case, the AASA meeting might be a better place to find a large number of exhibitors next year.

The interviews reported in the following paragraphs were weighted somewhat toward the smaller companies; this is because the smaller the company, the more likely it is to send its top executives to ASCD. The larger companies tend to be represented by regional sales managers or field representatives rather than by the top executives. Our conversations with people in the Ginn, Lippincott, Harper & Row, Bobbs Merrill, Economy, McGraw-Hill, and Holt, Rinehart & Winston exhibits indicated that the representatives attending the conference were not the same people who would receive PAS

announcements. Therefore, they were unable to comment about PAS. The telephone survey was probably a better mechanism for reaching these larger organizations.

B. INDIVIDUAL INTERVIEWS

The individual interviews with exhibitors are described in the following paragraphs.

Lerner Publications is a small publishing house in Minneapolis. They do in-house development of educational materials and also contract with outside authors to develop materials. They were displaying some new career education materials at ASCD. They are not members of any of the three publishers' associations, and they do not receive announcements. The representative at the Lerner booth indicated they would like to be put on the mailing list.

Westinghouse Learning Corporation receives PAS announcements and finds them useful. The announcements serve as an effective screening device and are used for that purpose. However, according to James Cahill, a Vice President of Westinghouse, not enough people are getting the announcements. He pointed out that many publishing companies tend to avoid programs or curricula with lots of parts, special equipment, or manipulables, whereas companies like Trend or Ideal (see below) could handle these kinds of programs very well; however, Trend, Ideal, and other such companies typically would not be members of the publishers' associations. After talking with Mr. Cahill, we made a point of interviewing people from Trend, Ideal, and some other similar companies, and were able to verify his statement.

Ideal School Supply Company produces kits, manipulables, and instructional aids, as well as some print materials. We discussed the problem of who should be on the mailing list for PAS announcements with the representative at the conference. He told us the following story:

> When one of the states in my territory was planning to adopt new kindergarten materials, I called on the appropriate office in the state department of education. I asked when we could find out what their requirements would be, and they said, "You will receive a notice of the meeting that will be held on that subject." I asked who would be receiving notice of the meeting and was told that everyone on their mailing list would receive notice. I asked who was on the list. It turned out that of the five leading manufacturers of materials for kindergarten, including Ideal, not one was on the mailing list. The list was comprised of standard publishers who handle print materials; other kinds of companies were not listed.

The management at Ideal believes that the state made a serious error in not considering the products and capabilities of the "non-publishing" firms, and that Publishers Alert Service may be making a similar error, in assuming that all of the appropriate publishers for federally-funded educational materials would be members of the three trade associations for publishers.

Trend Enterprises is similar to Ideal, in that it manufactures kits, manipulables, and instructional aids, as well as print materials. Trend is not a member of any of the publishers' associations, and does not receive PAS announcements. They feel that PAS announcements would be valuable, and they would like to receive them.

The Zaner-Bloser Company produces school programs in handwriting. They are not members of any of the publishers' associations and do not receive PAS announcements. They would like to be on the list.

A vice-president of the Follett Publishing Company told us that he likes the Publishers Alert Service and finds our announcements useful. He had the announcement about Achievement Competence Training (number 73-14) in his briefcase at the time. He receives the announcements from AAP. We asked him how he reacted to the announcements and what kinds of information would be most useful to him. He brought up the following points:

1. He would like to learn about products 1-1/2 to 2 years before they will be ready for publication, because he needs considerable lead time to arrange to publish a new product.
2. He likes to have the announcements contain lists of the components in the materials being described; this makes it easier for him to cost the different elements and decide whether or not he wants to consider bidding on the product.
3. He wants as much information as possible on the current status of the materials--when they will be completed, whether the field test will be done by the publisher or the developer, and at what stage of development the publisher will be expected to begin participating.

Our informant added that he had received an RFP from SWRL recently, and was very much impressed with its specificity and detail. He had found it possible to run down the list of components and do a complete informal costing without seeking any further information. By doing this, he had been able to make an

informed decision about whether or not to bid on the SWRL materials. His point, for our purposes, was that he wants information on the products to be as specific and detailed as possible.

We spoke to Denoyer-Geppert in the person of one of their specialists in product development for elementary schools. Denoyer-Geppert is based in Chicago. Their primary emphasis has been on maps and other audiovisuals in social studies and the sciences, but they have recently gone further into product development and are developing large programs in these subject areas. Denoyer-Geppert was once a member of one of the publishers' associations, but withdrew its membership at a time of budget cuts and is not now a member. They do not receive PAS announcements, and they would like to be added to the list.

Sigma Scientific, Inc., makes instructional aids and manipulables for math and science as well as innovative preschool materials. They made a point of telling us that they maintain their own printing facilities and are therefore capable of handling print materials as well as manipulables. They are not members of any publishers' association, and do not receive PAS announcements. They would like to receive them. We asked whether some other trade association was more relevant to their activities; they told us that Sigma is a member of the National School Supply and Equipment Association (NSSEA). Such companies as Trend and Ideal (see above) are likely to belong to this association also.

Depth Corporation is a new company marketing a science program that was developed in house. We were directed to them by representatives of Denoyer-Geppert, who felt that Depth might be an example of a company that should receive PAS announcements. Since they are new and have essentially only one line of materials, Depth is not now a member of the publishers' associations. The company plans to retain control of new-product development for some time, and therefore is not immediately a potential publisher for federally-funded materials; however, at some point they will be expanding their product lines, and they feel that it would be useful to receive PAS announcements in case a product came along that would fit into their long-range plans.

We were not able to determine from the people in the New Dimensions in Education, Inc., (NDE) booth whether or not NDE receives PAS announcements; the person in the company who would receive our announcements was not present at the conference. However, we did learn about another professional association that may be useful to our mailing list. NDE belongs to the National Audio Visual Association (NAVA), and does not belong to the publishers' associations. Their representative said that they would at some point join the publishers' associations, but at present they need the outlets provided by NAVA. NDE makes kindergarten materials for educationally disadvantaged children, with emphasis on instructional aids such as inflatables, records, and various other manipulable materials. Some of the programs that have been described in announcements would fit well with their existing products.

An executive of General Learning Corporation (Silver Burdett) told us that they are not members of any publishers' association and do not receive our announcements. They would like to be on the list, but they have political reasons for not wanting to be members of any association. He was not specific about their reasons, but said that the company feels that membership in a trade association is likely to lead to more trouble than benefit.

V. SUMMARY AND FURTHER RECOMMENDATIONS

A number of important objectives have been achieved during the first year of operations of the Publishers Alert Service. The following paragraphs provide an overview of the year's accomplishments.

- Twenty-six announcements were assigned, prepared, and completed. An important benefit from this activity, in addition to the usefulness of the announcements themselves, is that lines of communication have been established between the contractor and many of the more active developers of educational products.

- A visble production cycle has been devised and has been adapted to meet the demands of announcement production. The addition of photoprints to produce better printing, the use of fast-mail service in combination with a courier from SDC's Washington office to speed up delivery of materials to the contract monitor, and the adjustment in scheduling of SDC staff to project assignments to ensure the availability of PAS staff, are all examples of SDC's attempts to adapt our production methods to the efficient production of PAS announcements.

- To collect information on the reactions of publishers to the PAS, SDC conducted two mini-surveys of publisher opinion. One was conducted by means of telephone interviews with nine publishers who had responded to PAS announcements and nine publishers who had not. Results of the

telephone interviews are reported in Part III of this document. The other mini-survey was conducted at the annual meeting of the Association for Supervision and Curriculum Development (ASCD), where PAS staff members obtained in-person interviews with publishers who were exhibiting their products at the meeting. The results of these interviews are reported in Part IV of this document.

- With the objective of improving the PAS, SDC drafted a simplified Developers Product Data Form and submitted it to the contract monitor for approval.

- As part of an effort to increase the visibility of the PAS, SDC designed and prepared comprehensives of a new brochure. The purpose of the brochure was to explain the function and objectives of the PAS to developers, publishers, and other interested persons in the education research and development field, and to provide examples of published PAS announcements. The comprehensives were submitted to the contract monitor for approval.

- To improve the visual effect of the published announcements, SDC designed a new masthead, using design elements related to those used in the brochure. The masthead was submitted to the contract monitor for approval.

- Deliverable products under the contract for the first year of operation included 13 monthly Progress Reports, a Final Report entitled Publishers Alert Service: Problems and Recommendations (published February 2), and a Supplement to the Final Report, entitled Publishers Alert Service: Year-End Summary.

As a result of the year's experience, SDC strongly recommends that the following changes be implemented in order to better achieve the objectives of the Publishers Alert Service.

- Revisions in Mailing Procedures. SDC recommends that the procedures for distributing the PAS announcements to publishers be revised. A single mailing list should be developed from the three publishers' association lists now being used, and should be centralized under the direction of the PAS contractor; the list should be updated to eliminate firms no longer in existence, and to add companies that are not members of publishers' associations; and each entry in the list should include not only the company name and address, but also the name of the specific person at that company to whom PAS announcements should be sent.

  This recommendation is supported by the findings of the telephone survey reported in Part III of this document. SDC learned that some announcements are being sent to companies that no longer exist, and that many announcements sent to a company, without a specific person's name on the envelope, are not reaching the appropriate decision-makers. In addition, the survey conducted at ASCD and reported in

Part IV of this document indicated that many potential publishers or manufacturers for products announced through the PAS are not members of the publishers' associations and are not on the list. If the mailing list were managed in one location by one organization, new companies could easily be added to the list, updating would be more easily accomplished, and the accuracy and quality of the list would be easier to maintain.

- Revisions to Developers Product Data Form. The Developers Product Data Form (DPDF), on which the developer records descriptive data about his product, has not proved to be a useful tool in preparing the PAS announcement during the first year of operation. The form should be revised. SDC has suggested one possible set of revisions, comprising a much simplified form that collects only those data we believe are needed to prepare the announcements. An important change in SDC's version is that developers are requested to send copies of the educational materials to NIE with the original package containing the DPDF. The format of the DPDF should be resolved and a revised form printed and distributed to developers as soon as possible, in order to shorten the production cycle during the next year of operation.

- Visibility. SDC has recommended that the PAS become more visible to the education community and to the publishing community. We believe greater visibility will encourage more use of the PAS by developers and more competition among publishers for the products. As part of

SDC's effort to increase visibility, we have prepared a design for a brochure and a new masthead. We recommend that these products be approved, printed, and put into use. Additionally, SDC has recommended that a Quarterly Report to Publishers be initiated, for the purpose of providing feedback to publishers on the copyright arrangements that have been made for products announced through the PAS. The better understanding of the copyright arrangments that will result from this feedback should encourage more publishers, especially smaller publishers, to compete for future products.

SDC

SYSTEM DEVELOPMENT CORPORATION • 2500 COLORADO AVENUE • SANTA MONICA, CALIFORNIA 90406 • (213) 393-9411